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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of three support functions guides in the series, is based on the premise that community cooperation, through a variety of strategies and under the school's sponsorship and coordination, is a source of talent for career guidance. The handbook is intended to do the following: (1) Show schools how to identify needs in the local community, (2) show schools how to identify talent and information to meet these identified needs, (3) indicate the various levels at which the community can become involved in the career guidance program of the rural school, (4) suggest strategies for involving community members and organizations in the career guidance program of rural schools, (5) delineate strategies for evaluating school-community cooperation, (6) suggest goals and objectives for school-community cooperation in the career guidance program, (7) suggest means to train staff to use a variety of school-community cooperation techniques, and (8) upgrade the image of the rural career guidance program through improved school-community cooperation. (TA)

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RESEARCH AND DEVELOPMENT 118 D2

CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Community Relations and Involvement:

A Procedural Guide to Facilitate School and Community Cooperation

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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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FOREWORD

Since the inception of the proposal to the United States Office of Education to initiate "A Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural Schools," many people have contributed to the design and development of the program. Northern Michigan University is pleased to be a part of the consortium with Ohio and Wisconsin in this much needed endeavor. We believe that it is oriented to the service objectives of the University and of Michigan's Career Education Consortium.

There is a danger when acknowledging specific persons that an important contributor may be omitted; nevertheless, the assistance of the individuals noted here was vital to Northern's work in the consortium. Harry N. Drier, Education Specialist, The Center for Vocational Education, The Ohio State University, authored the bulk of the proposal and steered it through almost all of the channels through which it had to pass in order to become a reality. He also helped to recruit staff and provided overall leadership. Dr. Elmer J. Schacht, Head of the Department of Education, Northern Michigan University, has given much time and advice to our project staff. We are grateful for the services of Mrs. Sandra Hampton, research assistant at Northern Michigan University, for her assistance in researching and abstracting most of the documents which went into the research for this handbook. Mrs. Ruth G. Stein also contributed, voluntarily, many hours of assistance in connection with this document.

The advice and consultation of many of the members of The Center for Vocational Education staff were of inestimable value in the planning, preparation, and refinement of the handbook. A major portion of this handbook was written with the help of workshop participants who attended a four-day writing session sponsored by the Tri-County Career Development Program under the directorship of Dr. John Meighan. This group's valuable insights into the rural community provided a down-to-earth perspective which we sincerely hope is reflected in this work. This group consisted of

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Appreciation is also extended to personnel of the Michigan Department of Education. Mr. James Mahrt acted as chief liaison person between the project and the State Department of Education. His interest and help in offering consultative services were of great value. Dr. Robert Weishan of the Michigan Department of Education acted as consultant in the planning stages and worked creatively to map out the workshop. Members of the staff of the Wisconsin Vocational Studies Center, University of Wisconsin, Madison, were also helpful in reviewing materials as well as providing references.

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PREFACE

Orientation of Handbook

A basic tenet of career education/career guidance is that inherent in a successful career education program is wide-scale use of community resources: personnel, facilities, materials, and when appropriate, funding. Often only lip service is given to this tenet, or disorganized efforts to involve the community are undertaken. Most of the more organized efforts at community involvement take the form of lay advisory committees on a variety of specific subjects. Usually it will be the particular concern which is most troublesome to the school.

In terms of rural career education/career guidance, the school does not exist in a vacuum; it exists as a part of the community. Its ultimate policies and directions are determined by the local citizenry through the board of education. One would conclude from the above that this would automatically make the school responsive to and aware of community needs. Evidence tends to show that in recent decades the school is, in fact, irresponsive to the needs of the community, but responds perhaps only to the demands of the few who are most verbal.

Some means of establishing improved community involvement have been developed widely in some curricular areas. These have most commonly taken the form of "advisory councils" or "steering committees." The federal government has demanded the formation of such councils, both in legislation and in regulations governing most federally funded programs. Much of the time these advisory councils become a "rubber stamp" for those who form them. They cease to function because meetings are seldom called or are sparsely attended due to poor accomplishment of their objectives.

Other means of obtaining community input to schools have been the use of community resource personnel in individual classrooms, in Career Days, in preparing for referenda, or to solve some specific problem. The last two means seem to be the most successful.

In addition, under the heading of "Public Relations," districts have used a variety of techniques, such as newsletters and speakers' bureaus. These means of improving community relations are often laudable and sometimes effective; however, they usually consider only one aspect of community relations.

While advisory councils and other techniques mentioned above are valuable, they are not a complete, systematic approach to the entire area of community relationships. What seems to be needed, especially in rural areas, is a systematic program of obtaining community input, both pro and con, for the entire school program.

It appears that the problem of community relationships is the identification and implementation of a workable system valid for rural career guidance programs. The orientation of this handbook will be to promote a systematic approach to rural school-community cooperation. This orientation involves two related concepts: community relations and community involvement.

Research indicates that for small or rural schools to have adequate curricula, community awareness and action are necessary. Many authors state that the enrichment of rural life should begin with the schools. It would seem that community input to the schools would improve the quality of life in the rural community. It would strengthen both the school and the overall community.

It is hoped that this handbook will help to make rural school-community cooperation an ongoing and dynamic process. One goal of such a process is a redefinition of the career guidance program to include parents as an integral part of the program. The gulf between educators and community can only be bridged by a planned two-way communications effort. This is the essence of school-community relations. Career education and career guidance represent an effort to be responsive to community needs and concerns. This responsiveness can be achieved through a partnership in which parents and other community members contribute their expertise and concerns to the school and the school contributes to the needs, interests, and status of the community.

Contributing to the success of this partnership are numerous strategies, all or many of which should be used by the rural school to provide a systematic communications system between school and community with the ultimate goal of mutual self-improvement.

The orientation of this handbook, on the basis of the above, will be as follows:

1. to help the rural practitioner to identify community resource personnel, facilities, and sources of materials and funding;

2. to lay out strategies for involving the identified resources in the career guidance program of the local rural school;

3. to expand the rural guidance program, at all levels, in the areas of self and interpersonal relations, career planning and decision making, and life role assumption; and

4. to suggest techniques for evaluating program effectiveness.

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CHAPTER I

INTRODUCTION

Problem Statement

The literature reveals the discrepant nature of the schools' relationship to the community in recent times. Weishan (1973) reports that while the school and its personnel, in earlier times, had been interwoven into the fabric of the community, this is no longer true. In most communities schools and teachers are virtually unknown to the community at large. He cites six propositions, of which one seems to be particularly germane here: new varieties of school-community relationships are needed to meet the goals of career education. Successful career education/career guidance programs will depend, as an integral part of their content, upon the amalgamation of school and community resources.

Nelson and Bloom (1973) observe that the literature provides few suggestions for serving and involving parents.

A quote from Loustaunau (1975) concerning smaller rural schools succinctly states a large part of the problem:

> The school not only needs community support, but can use positive community attitudes as a force for development. The people need to have a voice in educational policy and control to set goals and objectives and then see that they are carried out. The community may also contain a good deal of untapped talent and skill that could be used to provide supportive services to local schools.

Cutlip (1973) indicates that the success of the program will depend upon the creation of an educator-parent partnership in which the schools:

1. take the public into partnership in a sharing of ideas, goals, and participation in the program;

2. provide an adequately staffed community relations program which can provide opinion and informational feedback from the community and use it to counsel staff and administration on ways to adjust to or change the views and values of the various publics as they impinge on career education; and

3. interpret, effectively and continuously, the programs, goals, plans, and methods of implementation of career education to the community in the full realization that only informed support will be enduring support.

The problems seem to be threefold:

1. to form the school-community partnership described above (The purpose of such a partnership is, of course, to interpret the schools' program to the community and to enlist community support.);

2. to implement the concept that the people need a voice in educational policy and control including setting of goals and objectives and supervising the carrying out of those goals and objectives; and

3. to organize and make use of community talent, expertise, facilities, and community assistance in general.

These three concerns should be addressed and solved in an ongoing and dynamic manner under school leadership. The solution presupposes good planning on the part of the implementors.

Additional concerns to be faced in promoting a system of school-community relationships for rural career guidance programs are:

1. upgrading the image of the rural career guidance program in the community;

2. finding means of identification of a pool of expert resource personnel to serve the school and the career guidance program, as needed, in a variety of functions;

3. developing an ongoing system of promoting good community relationships;

4. obtaining advice on curriculum and program changes;

5. promoting assistance in the placement function of the career guidance program;

6. developing a viable system of advisory councils which will function in a positive and ongoing manner;

7. training of school personnel in the use of a variety of community relations techniques;

8. prioritizing the use of community relations techniques to assure optimum effectiveness; and

9. cataloging and disseminating information to staff regarding resources in the community through which students may gain experiences related to career information, exploration, and placement.

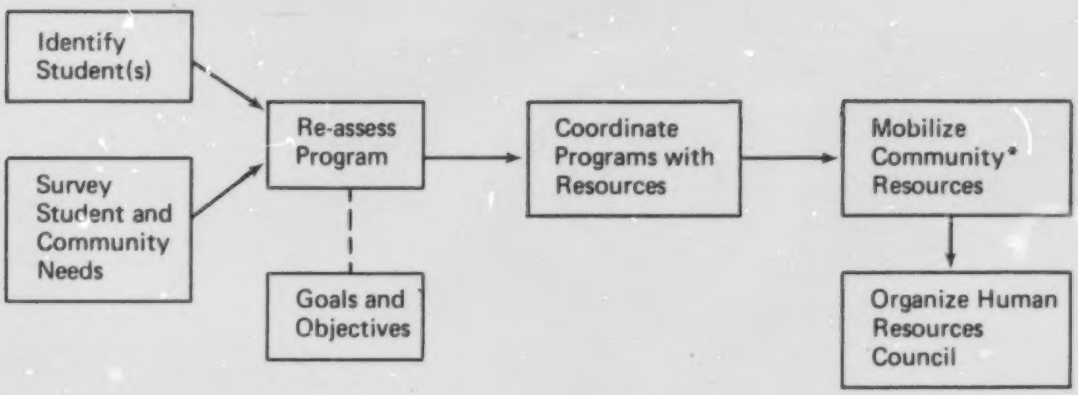
Schack and Van Zandt (1970) have developed a coordination model for utilizing community and school resources. The model is shown in Figure 1. In the belief that this model should have a broader scope, the authors have revised it to operate more broadly. The revision will be displayed in a later section of this handbook.

Purpose of the Handbook

The concept of community cooperation with the school undergirds the entire philosophy of career education/career guidance. The literature indicates that, in general, this concept has been integral to all of education until recent years. Educators have come again, after some decades of neglecting this important aspect of American education, to an appreciation of the importance of community input to schools. They are trying to re-involve the community with the educational program in order to produce a better product. Educators also recognize the need to increase the attractiveness of education to educational consumers (students) over a longer span of the individual's life.

FIGURE 1

COORDINATION MODEL



* Business, labor, industry, service, community organizations, local, state, national government and private agencies, religious, fraternal groups, school groups, etc.

Students, in today's world, need role models not always found at home or in the rural community. They need tryout experiences, simulated experiences, and information and advice on which to base career decisions. Schools need to review educational programs, to improve curriculum, and to know the kinds of expertise which are available in the local community and elsewhere. In summary, schools and students need to be able to tap a wide variety of human and other resources for sound career guidance.

The community can play a vital role in meeting all or most of the needs cited above. Community cooperation, through a variety of strategies, and under the schools' sponsorship and coordination is a rich source of talent for career guidance. It can eliminate many gaps in the full education of individuals to help them assume realistic, satisfying life roles which will be productive for them and for society in general.

The purposes of this handbook are to

1. show schools how to identify needs in the local community;
2. show schools how to identify talent and information to meet these identified needs;
3. indicate the various levels at which the community can become involved in the career guidance program of the rural school;
4. suggest strategies for involving community members and organizations in the career guidance program of rural schools, e.g., advisory committees, field trips, Career Days;

5. delineate strategies for evaluating school-community cooperation;

6. suggest goals and objectives for school-community cooperation in the career guidance program;

7. suggest means to train staff to use a variety of school-community cooperation techniques; and

8. upgrade the image of the rural career guidance program through improved school-community cooperation.

CHAPTER II

RATIONALE FOR SCHOOL-COMMUNITY COOPERATION

Introduction

There are several characteristics of the rural setting which promote community involvement. The school is central to the community, a source of pride, and a recipient of financial and moral support. Individual citizens and community groups willingly channel their efforts toward supporting school programs. The guidance component is no exception. The Center for Vocational Education (1973) found that employers and citizens

1. are positive about devoting time to community-school improvement,
2. favor the school's use of on-the-job training experiences,
3. would, through civic and professional organizations, devote time and effort to the school.

The evidence indicates the richness of human resources in the rural community. Rural counselors should cultivate strong working relationships with community members and groups. This expansion of community resources is both realistic and timely.

A comprehensive community-school effort can be viewed from two aspects: community relations and community involvement. These terms are defined below.

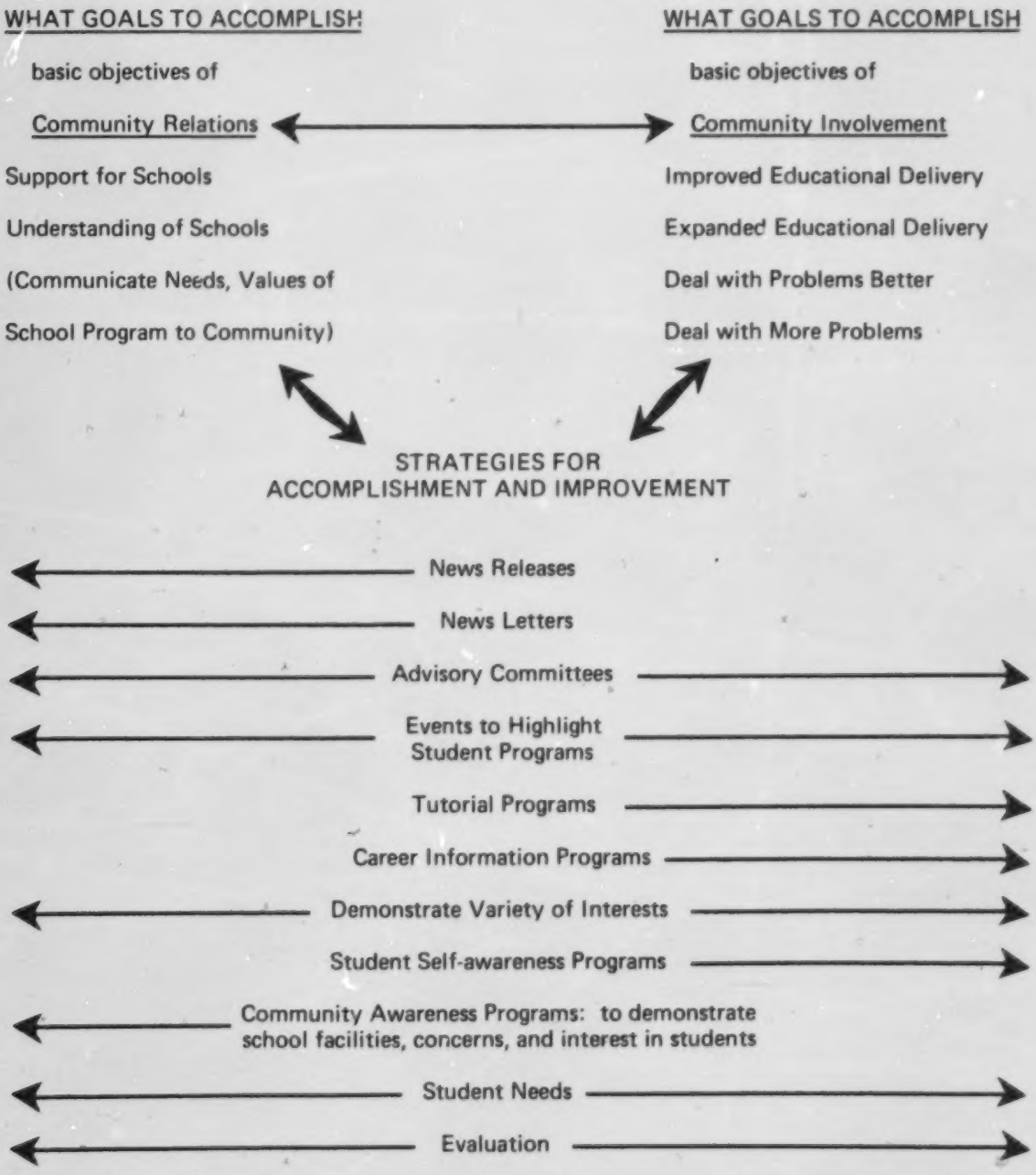
Community Relations: This involves the ongoing process of communicating with the community to promote people's awareness of school programs, needs, accomplishments, and problems. The primary purpose of community relations efforts is to gain community support and understanding of the schools and their programs. A variety of strategies may be employed in this communication process. Student involvement, in any or all of these strategies, makes them more effective and contributes additional labor and talent. Ideally, the communications process would involve many strategies.

Community Involvement: This is a series of activities which brings community members and/or organizations into direct contact with the students and/or the school program. Community involvement aims at using community personnel, facilities, or materials to accomplish a specific task or tasks. Often its purpose is to solve a problem not being considered. Other purposes are to broaden student experiences or to provide additional services to the schools and, ultimately, to the community through improved education.

A variety of strategies may be used here. Some are advisory groups for input on curriculum change, equipment acquisition, etc.; resource speakers on careers; adult education programs; or other means to involve the community in the work and/or use of the schools. Figure 2 may give some idea of the interrelation as well as the individuality of these two functions.

FIGURE 2

RELATIONSHIPS BETWEEN
COMMUNITY RELATIONS AND COMMUNITY INVOLVEMENT



Why Community Members Want To Help

Most community members will want to cooperate with the schools for one or more of the following reasons:

1. Involvement helps business and industry to meet their public service responsibilities.
2. Cooperation insures a greater input in the development and revision of curriculum guidance programs, and educational policies.
3. Participation in career education activities provides an opportunity to better understand and evaluate the educational effort in terms of local community needs.
4. Participation by workers results in considerable personal satisfaction from helping students develop their interests, abilities, and attitudes.
5. Participation in cooperative educational programs results in an improved public image of the organizations involved.
6. Students will leave school with better preparation and more realistic perceptions of the world of work and its demands.
7. Most members of the community have a genuine concern for youth and want to do whatever they can to help each student realize his/her fullest potential.

The extent to which the school succeeds in totally involving its community members in the career education effort will, to a significant degree, determine the immediate success of career education and the ultimate success of the school as an integral and interacting part of the community (Burt, 1973).

How Community Members Can Help

The types of assistance potentially available from the community to schools can be as varied as the thousands of existing community members. The limit is determined only by the imagination of educators, their knowledge of community resources, their willingness to lead the way, and their initiative and flexibility.

To detail the innumerable examples of career education community assistance projects would be unrealistic. However, the following is a rather extensive list of activities and services that are available in most communities. Many of the activities are taken from a list compiled by Burt (1973).

1. Assisting in the development of school policies
2. Helping in the formulation of school objectives
3. Assisting in the development of specific programs
4. Providing opportunities for field trips to various businesses and industries
5. Providing business and industry personnel to schools for teaching and other services

6. Assisting students in obtaining on-the-job training through cooperative educational programs

7. Helping in the development of curricula relevant to the world of work

8. Providing industrial equipment and machines to schools for use in instruction

9. Providing raw materials to schools for use in instructional programs

10. Furnishing books, pamphlets, and other printed material for use in instruction

11. Furnishing school teachers and counselors with information on educational requirements for various jobs

12. Providing the schools with information on manpower needs

13. Assisting the schools in the development and use of aptitude and achievement tests

14. Evaluating the physical plants of schools in terms of the layout of facilities, the use made of facilities, etc.

15. Providing exploratory and "hands-on" training opportunities to students

16. Furnishing other instructional aids (e.g., sample kits of raw materials, finished products, exhibits, training aids, etc.) for use in classroom and shop instruction

17. Furnishing schools with directories of business and industry resource persons

18. Providing opportunities for teachers and support personnel to obtain work experience in businesses and industries

19. Arranging for visits to business offices and industrial plants by teachers and staff

20. Conducting seminars on various topics for teachers and staff

21. Assisting in the management of schools in various ways (e.g., budget preparation, financial planning, transportation planning, procurement advice, etc.)

22. Providing financial support for student recognition programs (scholarships, camperships, and other awards)

23. Providing public relations support for the schools and their programs

24. Providing one-to-one tutorial assistance

25. Providing interviewing, testing, and placement assistance

26. Providing feedback on performance of graduates and information on continuing education needs

These are some of the more common community activities and services that can be joint ventures in career education. Often, the most effective means of developing a cooperative program is for the educator to arrange for community organization representatives to critique their past experiences with the schools and then to seek mutually acceptable methods for resolving any problems which surface. The most important thing is to respond as quickly as possible, immediately involving them in the solution.

Target Groups

The following is a listing of possible target groups to be included in any community relations and involvement effort which attempts to communicate with a cross-section of the rural publics:

LAY GROUPS	SCHOOL GROUPS	GOVERNMENT AND PRIVATE AGENCIES
Alumni Groups	Administration	Federal Agencies
Local Businesses	Board of Education	State Agencies
Local Civic Groups	Counselors	Local Government Agencies
Local Industries	Parents	Private Service Agencies
Local Labor Groups	Postsecondary Schools (Public and Private)	Community Agencies
Local Professional Groups	Students	Special Interest Groups, e.g.,
Special Interest Groups, e.g.,	Teachers and Staff	Department of Natural Resources
Art Clubs	Vocational Youth Groups	Foundations
Gem and Mineral Clubs		Veterans' Groups
Senior Citizens Groups		
Alcoholics Anonymous		
Youth Groups (4-H, Church, etc.)		

Goals for School-Community Cooperation

Research shows that the following goals are generally accepted as realistic for the rural school (ERIC/CRESS, 1972; Cinque, 1974; and Weishan, 1972).

1. To improve the schools' public relations program
2. To communicate feedback information from the community
3. To create mutual respect and confidence between educators and community leaders
4. To provide experience and expertise in those areas vital to a program preparing students for the world of work
5. To assist the teacher-coordinator in curriculum development and improvement
6. To provide assistance in locating instructional materials
7. To provide one source of input for program evaluation and review

8. To provide continuity for the program in the event there is a change in teachers

9. To provide a source of employment for graduates

10. To increase students' awareness of the many occupations available

11. To promote personal relationships in the community through parent-parent interaction and in the school through parent-teacher interaction

These statements provide sufficient goals to undergird any school system's approach to school-community cooperation. If all were reached, the average rural school would be well on its way to an exemplary system of community relations and involvement.

Student Benefits

One of the underlying purposes of any phase of the career guidance program is to increase students' opportunities to come into contact with a broader range of life role options in order to

1. increase the likelihood of the individual making sounder career decisions and

2. decrease the chance of individuals making decisions based on lack of accurate information, emotional considerations, stereotypical thinking, or other negative influences.

The following are seen as important but not all-inclusive outcomes of the school-community cooperation effort of the career education/career guidance program:

1. The learner will have at hand opportunities for career exploration in the community according to individual needs.

2. The learner will more readily gain tryout experiences related to career decision making.

3. The learner will have *some* career (occupational) placement opportunities in the rural community.

4. The learner will gain realistic career guidance information.

5. The learner will have access to a wider range of systematically compiled human resources and other resources.

6. The learner will have available opportunities for consultation with people directly involved in careers found in the community.

7. The learner will be exposed to a greater variety of role models related to various life role options in the community.

Student experiences and knowledge gained through school-community cooperation should be used to strengthen the program to improve the quality and variety of learner outcomes and to expand these outcomes as the program continues. Cooperative efforts must be ongoing and attuned to the changes in student and community needs.

CHAPTER III

STRATEGIES FOR SCHOOL-COMMUNITY COOPERATION

School-community cooperation has two interrelated components. These are community relations and community involvement as previously defined. The overall model for comprehensive career guidance program development is illustrated in Figure 3 with special emphasis on community relations and involvement.

Community Relations Procedures

Community relations can be described as the sum of what all who know the school think, feel, and act toward it. As a process, community relations is a planned program of doing good and telling about it so that a particular activity is enhanced. The career guidance program coordinator becomes its official spokesperson—a liaison between the program and the community. The coordinator will be reporting major career guidance events to the community.

An effective community relations effort will promote several outcomes. The career guidance program is likely to obtain more support from parents and from other sectors of the community with a good community relations program behind it. Also, the community relations effort will do much to increase the awareness of student career-related problems within the community.

There are three audiences to which community relations should be directed. First, there are the community based individuals who are involved in the career guidance program itself. They will need motivational help to keep their spirits from sagging and their level of activity high. Second, the school as a whole will need to know about the program's intentions, benefits, and procedures. Most important, community relations increases awareness on the part of the ultimate consumer—the student—that a guidance program exists and is student-centered. Third, the community-at-large will gain an understanding and support the program. Parents are an important sector of the community. Through community relations they may be sensitized to the career choice dilemmas students face. Local business and labor organizations may also become more aware of career development problems.

Establishment of favorable opinions where none exists, such as in the beginning of the program, is a key task of community relations. Once a good opinion of the program is established, it must be maintained by periodically bringing the program to the attention of the public.

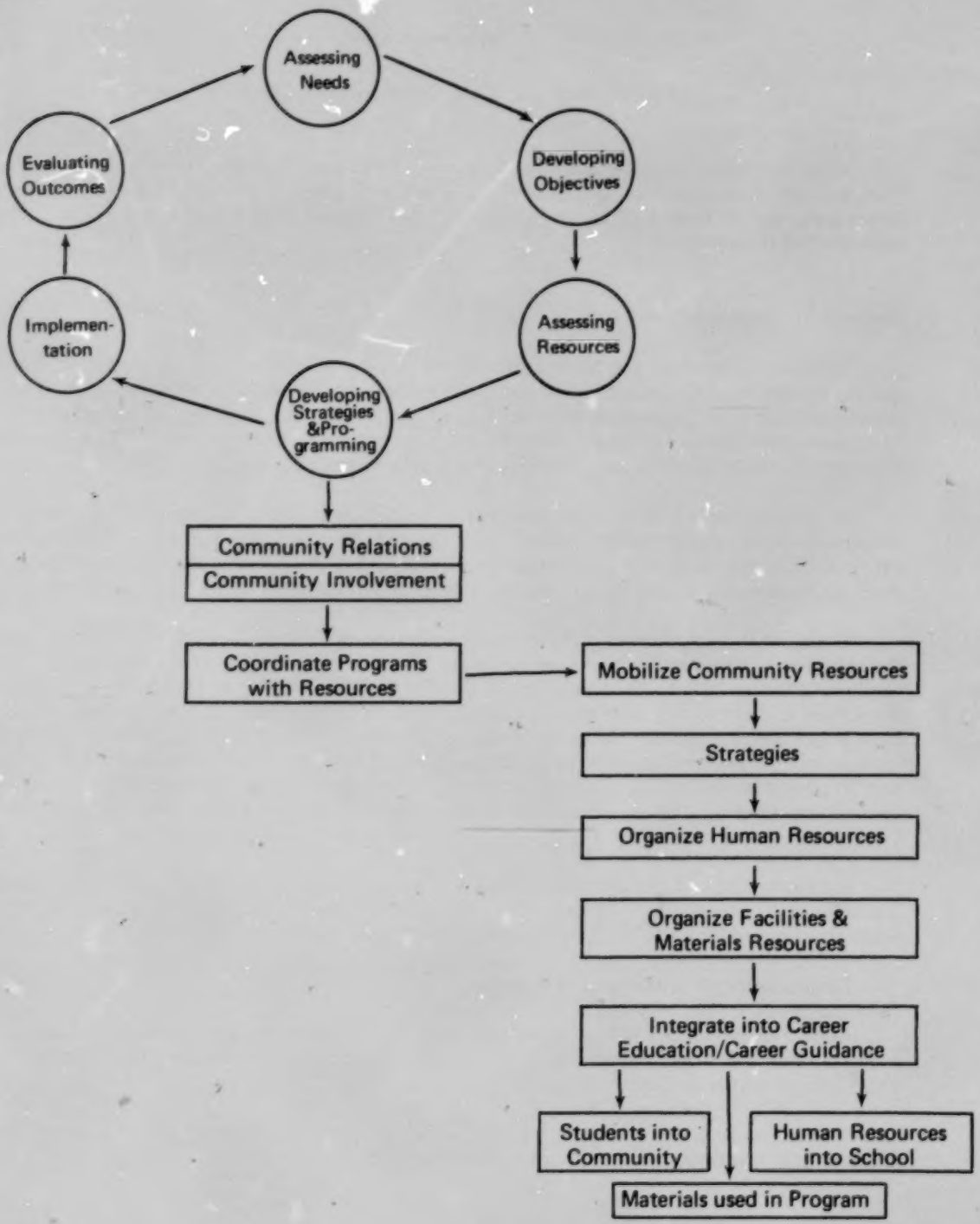
Development of Community Relations

Community relations is an integral part of the comprehensive career guidance program. It is suggested that the Program Planning Committee coordinate the community relations effort. In fact, a special committee devoted to this effort might be formed.

"Oh no, another committee!"; you say, recognizing the difficulty of getting good attendance at committee meetings, particularly in rural areas. "People are too busy to participate."

FIGURE 3

COORDINATION MODEL INTEGRATED
WITH OVERALL PROGRAM PLANNING CYCLE



Maybe that is true to an extent. However, the very nature of career guidance practically mandates some forum for community participation.

The committee itself should be broadly representative of your community. In selecting members, you might want to use the following list of categories:

1. Students (not just your straight A pupils, not just those on student council)
2. Parents
3. School staff (don't forget non-certified personnel)
4. Representatives of various vocational groupings, e.g., farming, retail trades, public service, and similar groups
5. Representatives of social or civic groups, e.g., churches, agricultural co-ops, Lions, Rotary, Kiwanis groups, senior citizens, etc.
6. Representatives of various political, trade union, and government groups
7. Other community representatives

Once the list has been determined (fifteen-twenty names), personal contact should be made. Each prospective committee appointee should be presented with the following:

1. The purpose of the community relations committee and what function the individual would have on the committee
2. A basic outline of the community relations committee's meeting schedule
3. The intended outcome of the committee in general terms, e.g., to solve the placement and related career problems of our students through community involvement
4. The individual's term of service, e.g., six months, nine months

After the appointees have been confirmed, the coordinator should select one of the school staff appointees as facilitator who might or might not serve as committee chairperson. The facilitator should be given necessary release time to carry out his/her leadership and coordination responsibilities. The amount of release time will vary from district to district and will depend on factors such as the person's major responsibilities, funds, and the scope of the problem to be addressed. Realistic time should be allowed to carry out the assignment.

The next step is the initial meeting of the community relations committee. The following list is a suggested agenda outline for the meeting:

1. An overview of the School Career Guidance Program and Plans
2. An overview of the need for community relations within the Career Guidance Program
3. Election/selection of chairperson (The facilitator may be the chairperson.)

The chairperson should then lead a discussion for the purpose of determining a workable list of needs which could be met through an effective community relations effort.

One suggested procedure for arriving at this list is a brainstorming session. Let committee members throw out their immediate concerns regarding the district's shortcomings or needs and have one person record them on a chalkboard. The need areas may be stated in a variety of ways--"our district doesn't prepare students adequately for entering the job market," or "our children never go on field trips."

The chairperson should lead the brainstorming in such a way as to generate a diverse list of needs. The brainstorming session should last long enough to generate needs; however, it will generally not exceed one-half hour.

Needs might include the following:

1. To inform the community of available school programs and school/student needs.

2. To provide in-service training for all our teachers relative to community relations.

Once needs have been identified, it is suggested that the community relations committee prioritize them. Given the volunteer nature of the group, prioritizing needs is important to determine in what area the group should concentrate its efforts.

To prioritize needs, hand out sheets of paper and a pencil to each committee member and ask them to number down the left hand side of the paper: 1, 2, 3, etc. to the number of needs defined.

Then ask them to assign a rating from 1 to 5 for each need--1 would signify little importance; 3 would signify some importance; and 5 would signify major importance.

Have the members hand in their papers and have the chairperson total the point assignments for each need to arrive at the highest priority need(s).

Once the committee has prioritized its list of problems, the group will split into smaller "thinking" groups to concentrate on developing goals for the chosen problem area. Suppose the committee agreed to focus on *placement* as a problem area which could be addressed through community relations efforts. The smaller "thinking" groups might discuss appropriate goals in the placement realm. Hopefully, each small group will decide which of its goals might be most workable initially in a community relations campaign.

When the "thinking" groups have brainstormed for approximately thirty minutes, they should reconvene and choose the goal(s) on which to begin.

In choosing, one strategy might be to select a goal, which one or more of the smaller groups had considered "most workable," and to devote the full attention of the committee to developing more specific objectives which could be presented to the school staff.

Communicating with the Public

The community relations committee needs to consider at all times areas of information that are important to the public. A variety of strategies should be used to communicate this information. By varying the strategies, a larger segment of the public can be kept informed on a continuing basis.

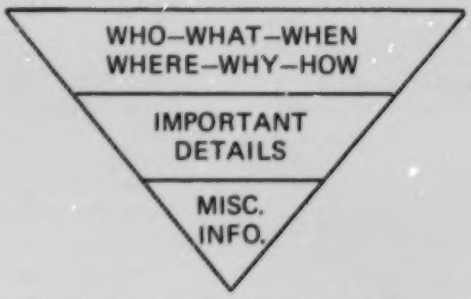
Some ideas for what should be communicated and strategies for communicating them are presented in Figure 4.

FIGURE 4

INFORMATION OF IMPORTANCE TO PUBLIC

1.	Accomplishments of Program – staff – students – community	• News Releases • Radio, TV
2.	Goals of Program	• Advisory Groups • Newsletters • Speakers: PTA – Service Groups • Personal Contact
3.	Needs – funds, materials, human resources, involvement of community	• Surveys • Speakers • Personal Contact – Business, Labor, Industry • News Releases • Advisory Groups
4.	Problems in Implementing Program	• Board and Administration Contacted by Facilitator • News Releases • Speakers
5.	Progress Reports on Program–positive and negative	• Advisory Groups and Facilitator Report to Board, Administration, Staff and Public • Radio and TV Spots • Speakers: PTA, Service Groups, etc. • Newsletters • News Releases
6.	Evaluation Results	• Advisory Groups and Facilitator • Periodic or Final Formal Reports to Board, Administration and Public • All of Above • Any Additional
7.	Special Events	• News Releases • Radio, TV • Newsletters • Handbills • Speakers • Posters
8.	Human Interest–student, staff, community member	• All of Above

The basic way to reach the majority of the community is through the local mass media—newspaper, radio, and television. Basic rules to follow when writing a news release follow: The first paragraph or "lead" should answer the all-important "Who," "What," "When," "Where," "Why," and "How" questions. The remainder of the news story should elaborate on these basic facts, using progressively less important information. This news-writing technique is known as the "inverted pyramid" style.



The local *newspaper* should be contacted for specific guidelines for submitting copy to that paper. Often you can use a photo with a caption line to tell your news story in the best way. "A picture is worth a thousand words." Contact your newspapers well in advance to learn the proper procedure for submitting pictures. Memorize and respect deadlines for submitting materials. Turn in copy early, if at all possible.

In submitting *TV spot announcements,* furnish stations with a 10-second spot (21-25 words), a 20-second spot (45-50 words), and a 60-second spot (145-150 words) so the program and news directors can choose which one to use. Include visuals such as pictures, posters or slides. Other visual materials such as displays can be used on interview programs.

For *radio spot announcements* include a 30-second spot (75 words) and a 60-second spot (150 words).

Members of the community relations committee may be called upon to make presentations to a variety of groups, both in and outside the school. To save time and work, this committee should have a standard presentation which can be slightly modified for each group.

A list of other means of communication is presented below.

1. School Newspaper
2. School Public Address System
3. Staff Memos
4. Open Houses
5. Speakers' Bureaus
6. Suggestion Box
7. Bulletin Boards
8. Library Displays
9. Information Brochures
10. Reports

Community Relations in Action

Community relations sells the program and generates support. To do its work effectively, the community relations committee should develop a plan of action including a timetable. Below is a

list of events when it is imperative that some type of community relations work be done using the many strategies available.

1. *The Introduction of the Career Guidance Program* – This is the time when the committee should generate as much publicity as possible to get basic information across and to form a good opinion of the program.

2. *Announcement of Career Guidance Program Planning Committee Membership* – A news release and photo would be helpful.

3. *Needs Assessment* – When the school is collecting information, the community should know what is occurring and why. As results are summarized and needs are identified, they should be shared with the community.

4. *Objective Development* – The important fact to transmit is that the program staff has defined student problems at an understandable level and has identified ways and means of overcoming needs.

5. *Resource Assessment* – The intention is to make the community aware that the school is assessing and organizing community resources.

6. *Program Implementation* – During the development and implementation period, there should be progress reports on items of interest to the public.

7. *Program Evaluation* – The community should be one of the audiences which receives evaluation results. Such results will promote community understanding and support.

Effective community relations is particularly important in the first year of career guidance program development. As programs become established, there is a tendency to overlook the need for continued community relations. Therefore, it is recommended that plans for ongoing community relations are constantly in the minds of program planners.

Community Involvement Procedures

Community involvement is essential to the school's career guidance program. Many different types of activities are aimed at bringing community members into direct contact with the students, staff, and school. Community involvement consists of three major groups of activities. The first group includes those that bring community members into the school. The second group includes those which help increase school personnel participation in the community. The third category includes strategies for using the school in the interest of meeting community needs.

Increased community involvement is beneficial not only to students by providing greater resources, but also to the community in providing greater service by the school.

Community Participation in the School

There are many ways of using community members in the school. Community participation in the school can serve a variety of purposes. One major purpose for community involvement is to bring community resource persons into the classroom for improviding and enhancing the instructional process.

One approach is to focus in on a particular theme. For example, the theme, "Life in the Old Days," provides a basic topic for total school involvement. Working within this framework, local resource people are invited to the classrooms to share collections of memorabilia and antiques. They could also demonstrate skills of pioneer living and relate these to present occupations and modes of life.

Using this strategy, interest is generated within the community. It provides a vehicle for the entire community to be involved. The older members of the community are made to feel especially useful because of their knowledge in this area. This type of experience provides students with an increased understanding of alternative life styles, as well as the changes that have occurred over a period of time in various occupations. The entire school can cooperate in this activity to bring in a greater wealth of resources. A second approach may involve an individual teacher using an individual resource person in a particular subject-matter area or classroom activity.

Some ideas for resource people in elementary, secondary, and postsecondary schools follow. This list is only suggested and in no way is meant to be comprehensive. The situation and imagination of the local teacher will suggest many more as that individual examines local resources.

Parents and other family members are among the richest resources for *elementary school students*. Younger children very much enjoy the attention they receive as a result of their families' involvement. Some means of capitalizing upon these children's enjoyment might be:

1. parents sharing occupational or leisure-time skills (demonstration of simple crafts, e.g., knitting and carpentry)

2. parent-organized and operated enrichment programs (One small rural school district used a collection of art prints that were presented to the class by parents. Each classroom was allowed to keep the art prints for a one-month period following the initial presentation. During this month the teacher was able to use the prints for creative writing, history, art appreciation, etc.)

3. presentations related to travel and other cultures (movies, slides, ethnic clothing, etc.)

4. older family members sharing their life experiences (talks, demonstrations, photo albums, etc.)

5. introduction to various jobs found in the community by various family members describing and/or demonstrating jobs

Other resource personnel from a variety of sources will be of invaluable help to the elementary teacher in promoting career awareness among younger children. Presentations may be obtained from any of the following organizations:

1. Natural Resource Agencies

   - Forestry Service
   - Soil Conservation Service
   - State and Local Parks

2. Service Agencies

- American Career Society
- Red Cross
- Humane Society

3. Law Enforcement Agencies

   - Police
   - Sheriff
   - Highway Patrol
   - Fire Department
   - Federal Bureau of Investigation

4. Citizen Groups

   - League of Women Voters
   - Common Cause
   - American Civil Liberties Union
   - Garden Clubs
   - Consumer Protection Groups
   - Lodges and Fraternal Groups
   - American Legion
   - Daughters/Sons of the American Revolution

Many of these agencies have already prepared special presentations suited to elementary school students. Some examples are presentations by the Red Cross on basic first aid and specially prepared materials available from several telephone companies for interpersonal skill development.

Parental involvement at *secondary* and possibly even *postsecondary levels* may still provide useful input. However, older students are less receptive to having their parents come to the classroom. Teachers may have to identify community resources through means other than the students in their own classes. At the postsecondary level, parents may simply not be available because of geographic separation. The use of resource personnel in the higher grades presents some additional problems. The resource person may not be available during the hours that teachers have their classes scheduled. Other problems such as reluctance of lay people to address an older audience may also be present. The arrangements for using community resources, therefore, frequently requires greater detail in planning and coordination with the resource person. Some suggestions for using resource persons in secondary and postsecondary settings follow:

1. Foreign students may be available from local universities or churches and may be brought into the classroom for understanding different cultures.

2. Driver education teachers may wish to invite patrolmen, judges, highway construction and maintenance engineers, auto mechanics, etc.

Other public and private agencies and organizations in the community which could well become involved are:

1. Utility Companies

   - electric
   - gas
   - telephone

2. Communication Agencies

   - local newspapers
   - local television and radio stations

3. Service Agencies

   - planned parenthood
   - governmental health agencies
   - dental clinics
   - speech and hearing clinics

4. Government Officials

   - mayor
   - judge
   - city council

The above listed suggestions are important in helping in the identification of talent that enriches the school's instructional programs.

There are some considerations that the use of resource speakers in the classroom will require. The key point in the decision to involve a community resource person is whether or not it will help in achieving the career guidance objective. Resource persons provide a means of bringing the world of work into the classroom.

Sometimes a personal appearance by the resource person is not feasible for all classes in which the teacher may desire one. An alternative is to use recordings of presentations made by resource persons who have spoken to other classes.

A local community directory provides one of the best sources of information for selecting an appropriate resource person. Another is the yellow pages of the telephone directory. Care should be taken, however, to avoid the overuse of any particular individual who has agreed to serve as a resource person. Also, a person who has agreed to serve but is not used may lose interest. In a rural school district, the use of resource persons can be relatively easily coordinated. One suggested technique is simply to post the day and time of the community resource presentation on a staff calendar so that all staff members will be aware of the presentation.

If at all possible, a planning meeting or telephone interview should be set up between the teacher and the resource person. This meeting will enable the teacher to get background information on the resource person as well as to provide the resource person with the objectives to be achieved.

Related classroom activities should be scheduled prior to the visitor's arrival. One student should be selected to serve as a host or hostess to introduce the speaker to the class. This student should also make certain that the visitor has assistance for bringing in any needed materials or equipment.

The resource person's visit should always be followed up by a thank you note as soon as possible after the presentation. If the person has no objections, the teacher may wish to furnish appropriate information to the community relations committee so that publicity can be generated. The kinds of basic publicity information needed are indicated earlier in this chapter under Community Relations Procedures.

Community members can be brought into the school to provide various other services. Some suggestions follow. This list is in no way complete, but it can be expanded to suit local needs.

1. Tutoring (In many cases community members are able to provide this form of assistance. Community members will have to be provided with some training to perform effectively.)
2. Library aides
3. Drivers or chaperones for field trips
4. Providing instruction in areas not offered in the regular curriculum
5. Luncheon, study-hall and playground aides
6. Assisting in the administration of various tests and other instruments (achievement, preference, surveys, vision)
7. Room mothers (Frequently one or two parents volunteer to assist each individual classroom teacher throughout the school year.)
8. Athletic activities
9. Minor repairs and maintenance

Another strategy for bringing about community-school involvement is the use of a small group of interested individuals to help solve a specific problem. Parents and other interested individuals can serve on advisory councils for program planning or be involved in work groups. Some tasks in which these work groups can assist would be in the development of a comprehensive career guidance program including

1. Needs identification
2. Objective development
3. Resource identification and assessment
4. Strategy development (e.g., community relations, classroom activities)
5. Evaluation
6. Staff development

Community participation in the school's program is brought about in other ways. For instance, parent-teacher conferences are used to develop a better understanding of each student by the teacher. At the same time the parent is informed about various school activities. All too often teachers use parent-teacher conferences only as an attempt to deal with what they perceive as student problems. A tremendous opportunity exists, however, for a two-way communication process.

Additionally, community members are willing to contribute at special events in many ways. This is often the case when community members are not able to provide support on an ongoing basis because of limited time. Community interest is likely to be especially high because of the

large number of individuals involved and the novelty of the event. A few suggested types of events in which relatively large segments of the community may become involved are:

1. Career Days
2. School Fairs
3. Dramatic Productions
4. Job Fairs
5. Leisure Time Fairs

Because of the broad nature of these events, the public may become involved on a variety of levels. For example, for a Career Day an advisory committee member may be involved in planning; some employers may be actively giving a presentation; and many parents may simply be in the audience.

School Participation in the Community

The school classroom can provide only a limited part of the educational experiences necessary to meet students' career development needs. Increased participation in the community will provide new learning experiences for students and school staff. One method for extending educational experiences into the community is the field trip.

Field trips are planned activities that take students and other school personnel to an out-of-school location. The field trip should be designed with specific educational purposes in mind.

Depending on the career development objectives to be met, the age or maturity of the students, and the nature of the chosen location, a field trip may involve small groups of students, a class, or the total school. It is important to note that the same resource can be visited with different groups to reach different outcomes. An example is provided in Figure 5.

Real life situations in the community often provide additional motivation and are stimulating to both staff and students. Many activities in the classroom become more relevant following a community field trip. Effectively using field trips requires considerable planning effort. These considerations include the following steps:

1. Obtaining administrative approval
2. Arranging for transportation
3. Obtaining parental permission
4. Making contact with chosen locations to help personnel in working with students
5. Arranging for chaperones
6. Confirming date and time with hosting resource site

FIGURE 5

POSSIBILITIES FOR THE USE OF A SUPERMARKET
AS A CAREER EDUCATION FIELD TRIP

Elementary

1. To define the roles of people who work in a supermarket
2. To determine the importance of the supermarket to the community
3. To demonstrate concepts in consumer education (how to find articles in the supermarket, comparison of brands, reading labels, packaging, nutrition)
4. To determine the personal and educational qualifications necessary for various supermarket jobs
5. To determine the source of products in the supermarket and the jobs involved in production and distribution
6. To determine community attitudes toward various jobs (values clarification)

Secondary

1. To determine the attractive and unattractive features of various supermarket occupations
2. To estimate consumer cost (unit pricing, profit margin and operational costs)
3. To demonstrate concepts of consumer education (cost and quality comparison, advertising techniques)
4. To explore space, lighting, and design features used in construction
5. To compare a chain grocery with a small locally-owned grocery (competition, price structure, products offered, jobs available, working conditions, community acceptance, marketing practices)
6. To know health standards and laws affecting operation

7. Preparing class for the trip which includes rules of conduct and safety

8. Collecting money for any expenses to be covered

After preliminary arrangements are completed, the time immediately preceding the field trip gives an opportunity to complete the following:

1. Recording the names of all participants and informing the administration of participants

2. Using travel time to the site for additional last-minute preparation

Immediately following the field trip is an opportunity to the following:

1. Discuss the experience and prepare for class discussion

2. Underscore important outcomes of the experience for the participants through further discussion

3. Express appreciation of the entire group to chaperones

In deciding on a field trip it is important to realize the wealth of possibilities that exists in most rural areas. Some suggestions are included to help spark the generation of further possibilities.

1. Studios of Local Artisans

   - pottery
   - cabinet maker
   - glass blowers
   - weavers

2. Local Historical Sites

   - brick furnaces
   - company towns
   - canal locks
   - Indian mounds
   - cemeteries
   - dump sites
   - fisheries
   - wagon trails

3. Farm Operations

   - dairy
   - sheep shearing
   - grain elevators
   - cotton gins
   - truck gardening

4. Mines and Wells

   - coal
   - strip, deep
   - iron
   - salt
   - oil

5. Local Businesses

   - grocers
   - supermarkets
   - dry cleaners
   - newspapers
   - florists
   - greenhouses
   - veterinary clinics
   - restaurants
   - lumber mills
   - beauty salon, barber shop
   - banks
   - doctor, dentist, law offices

6. Larger Metropolitan Areas

   - State House
   - museums
   - libraries

6. Larger Metropolitan Areas (contd.)

- zoos
- stores

7. Governmental Offices and Meetings

- police station
- fire station
- city council meetings
- township trustee meetings
- public health office
- social security office
- internal revenue office
- courts

8. Utility Companies

- telephone
- gas
- electric
- water

9. Local Institutions

- higher education
- hospitals
- prisons
- churches
- synagogues
- nursing homes

10. State and City Parks, etc.

- caves
- nature trails
- ranger station
- fire and lookout tower
- weather observation stations
- light houses
- beaches

Some other strategies for involving students and staff in the community to enhance career guidance follow:

1. *City Government Day* – Students assume the roles of local officials on a designated day each year. This experience provides them with the opportunity to learn first-hand many of the responsibilities and duties of these officials. The sharing of these experiences in the classroom will contribute to the knowledge gained by all class members of municipal service occupations.

2. *Hands-on Experience for Students and Teachers in Work Settings* – Students may gain this kind of experience through formal programs, such as cooperative vocational education programs or occupational exploration, if available. They may also obtain this experience through part-time jobs, apprenticeships, or informal experiences arranged by the teachers. Staff may gain these experiences through school-initiated programs possibly arranged through a workshop. They may also initiate their own employment during the summer months in various work settings. Sometimes, one-day work experience programs can be arranged with local businesses and industry. The Chamber of Commerce is a good source to contact.

3. *Rural-Urban Student Exchange* – An excellent technique for initiating this strategy would be a rural-urban pen pal club. The teacher, community relations committee facilitator, or school administrator in a rural school could arrange with an urban school to promote this undertaking. The desired outcome would be for rural and urban students to visit each other's communities in order to expand the experiences of both groups.

Using the School and School Groups for Community Benefit

The school should not be an isolated area of the community that is only open or used during school hours. There are many useful possibilities for building or property use after school is over each day or during the summer. Some community uses of the school follow:

1. Holiday Celebrations
2. Fire Prevention Education
3. Community Education Programs
4. Civic Meetings
5. Dances
6. Banquets
7. Athletic Events

Another useful method for extending educational experiences into the community is by encouraging school groups to serve the community. This service may consist of many different types of activities, as follow:

1. Community Beautification Projects
   - picking up litter or trash
   - painting
   - repairs
   - planting
   - cutting weeds and grass
   - decorating for special occasions
2. Entertainment
   - puppet shows
   - plays and musical presentations for pre-schoolers, hospitals, nursing homes, etc.
3. Student Exhibits
   - window displays
   - art exhibits
   - posters
4. Volunteer Service Programs
   - hospital aides
   - child care services
   - tutoring
   - public opinion polling
   - assisting in emergency situations

The preceding possible uses of the school and school groups illustrate that community involvement is not only "what can the community do for the school?"; but also "what can the school do for the community?" Community involvement is a large undertaking that should be mutually advantageous. Involving the school and school groups in community service will benefit both the instructional program and the community relations effort. In addition, the groups served, e.g., elderly, ill, pre-schoolers, will derive benefits from services otherwise not available.

CHAPTER IV

EVALUATING COMMUNITY RELATIONS AND INVOLVEMENT IN THE RURAL SCHOOL

At the outset, the person or persons responsible for community relations and involvement needs to know why the program should be evaluated. The following points and questions provide sufficient rationale:

1. There is a need to know if the goals of the program are being met.

   - Are we communicating the ideas intended?
   - Is there an area which is not understood? (If certain areas are weak or misinterpreted, planners need to know.)
   - Did the support and enthusiasm decrease in some area? (If so, planners need to know why.)

2. There is a need to know which methods and/or activities are most effective.

   - Do certain activities "turn people off" or antagonize them?
   - Do some activities generate considerable enthusiasm? (If so, it is important to know which ones.)

3. There is a need to know if support for the program has increased.

   - Following certain activities, has support for the program increased? (It is important to know which activities gained support.)
   - What adjustment of activities can be made on the basis of support? (It is important to know which ones can be adjusted.)

Evaluation must be accomplished within realistic time budgets. Some specific concerns follow:

- What instruments may be used? (A suggested sample questionnaire is shown on pp. 29-38.

- What evaluative criteria may be used? (Goals and objectives form the basis for the criteria. Behavioral objectives will make for quite specific criteria. Some goals and objectives are listed.)

- Who may help in this effort? (Consistent with good educational practice, students in certain classes may well provide assistance at various points or even take responsibility for the entire evaluative effort. Figure 9 on page 44 and the indicated list of student involvement on page 54 will provide many hints on the use of student help at critical points in the evaluation process. Figures 7 and 8 on pp. 42-43 will provide help in training effective student interviewers.)

Evaluation makes the school accountable for its actions as well as serving as a basis for justifying, abandoning, or modifying such actions. Without proper evaluation, accountability is impossible. The school is not able to justify efforts and expenses unless there are some means of providing accountability.

Another purpose that evaluation serves is as a basis for further development or improvement of the community relations and involvement efforts. Evaluation results serve as a guide for bringing about these improvements. There are several critical times during the development at which evaluation helps to determine the progress being made. The evaluation results will aid in further planning.

Involvement of community members and/or organizations in the evaluation effort tends to strengthen the bond of school-community cooperation and adds increased support for the school's career guidance program. Community input also spreads the responsibility for program success.

Goals for Evaluating the Community Relations and Involvement Efforts

Any well-planned evaluation must be based on the goals established for the effort being evaluated. There are numerous goals which could serve to guide the community relations and involvement efforts. The many goals indicated in Chapter II are condensed here to provide a basic framework for structuring the evaluation.

1. To gain increased support for the school's curriculum with specific focus and attention on its career guidance program

2. To gain increased understanding of the school's curriculum with specific focus and attention on its career guidance program

3. To provide a better understanding of the needs of the school and the youth of the community

4. To increase the quality and quantity of community member participation in the school program and especially its career guidance activities

5. To promote increased involvement by school personnel in community activities

Behavioral objectives directly tied to the specific community relations and involvement effort being evaluated, should normally be developed for each of the above goals, e.g., an objective for goal 4—"The school will carry out, during the coming year, at least two special events to demonstrate student accomplishments in career education. At least 20 percent of the students will have one parent attend." This will significantly simplify the evaluation data although the instrument may become longer.

Because of these factors, the reader is simply reminded of the desirability of developing behavioral objectives. Evaluators are referred to the handbook *Behavioral Objectives* for further help.

The following Sample Questionnaire provides suggested questions for each of the five listed goals. This sample is included to demonstrate how each program goal could be evaluated through the use of several specific questions. The questionnaire is much more comprehensive than any school may want to use; so it is suggested that only priority items be selected and used.

SAMPLE QUESTIONNAIRE

GOAL NO. 1

To gain increased *support* for the school's curriculum with specific focus and attention on its Career Guidance Program

---

1. Did you vote for the last levy?

   Yes _____ No _____

   Comments _____

2. Will you vote for the levy coming up in (September)?

   Yes _____ No _____

   Comments _____

3. Would you support salary increases for school employees?

   Yes _____ No _____

   Comments _____

4. Would you vote for a bond issue –

   To build a new building?

   Yes _____ No _____

   Comments _____

   To build an addition or remodel the existing structure?

   Yes _____ No _____

   Comments _____

5. Did you attend the last PTA meeting?

   Yes _____ No _____

   Comments _____

6. Did you attend the last Board of Education meeting?

   Yes _____ No _____

   Comments _____

7. Did you attend the last (athletic) or (band boosters) meeting?

   Yes _____ No _____

   Comments _____

8. Have you visited your child's class this semester without having been called?

   Yes _____ No _____

   Comments _____

9. Have you visited a school on a conference or visitors' day?

   Yes _____ No _____

   Comments _____

10. Have you attended any of the following student presentations or functions?

    athletic event Yes_____ No _____

    musical presentation Yes_____ No _____

    dramatic production Yes_____ No _____

    Comments _____

11. Have you been a volunteer in the school in any way?

    Yes _____ No _____

    Comments _____

12. Have you had any other contact with the school in any way?

    Yes _____ No _____

    Comments _____

13. Is your school providing you with enough information about different areas of its work?

    Yes _____ No _____

    Comments _____

14. Would you be willing, in some way, to share your vacation and leisure time with the students in your area?

    Yes _____ No _____

    Comments _____

15. Should business persons and other community members come into the classroom to conduct a program about their jobs and/or leisure time?

    Yes _____ No _____

    Comments _____

16. Would you serve on a career education advisory committee in your community?

    Yes _____ No _____

    Comments _____

17. Do the activities that the school provides in the community for students help them to understand themselves, others, and the community in which they live?

    Yes _____ No _____

    Comments _____

18. Are you aware of the opportunities the school provides its students in order to gain special job-related skills?

    Yes _____ No _____

    Comments _____

GOAL NO. 2

To gain increased *understanding* of the school's curriculum with specific focus and attention on its career guidance program

---

1. Has your school provided you with enough information concerning the following activities in order for you to make a decision to become involved?

    - PTA Yes _____ No _____
    - advisory council Yes _____ No _____
    - athletic (band booster) Yes _____ No _____

- other organization(s) in school Yes _____ No _____

Comments _____

2. Would you participate in a workshop to learn more about the following?

- world of work Yes _____ No _____
- ungraded schools Yes _____ No _____
- special programs to help individual needs Yes _____ No _____

Comments _____

3. Would you be willing to volunteer for any of the following? (check as many as desired)

- cafeteria aide Yes _____ No _____
- study hall monitor Yes _____ No _____
- playground aide Yes _____ No _____
- lunch room duty Yes _____ No _____
- teacher's aide (correct papers, help in classroom, etc.) Yes _____ No _____
- tutor Yes _____ No _____
- assist in field trips Yes _____ No _____
- teach mini-course Yes _____ No _____

Comments _____

GOAL NO. 3

To provide a better understanding of the needs of the school and the youth of the community

---

1. Do you feel your school has provided enough information for you to understand the needs of the children in your community in the following areas?

- health Yes _____ No _____
- social Yes _____ No _____

- academic Yes _____ No _____
- work-related areas Yes _____ No _____

Comments _____

2. If you answered no to one or more of the above, what would you suggest to make it easier for you to become involved in meeting these needs?

Comments _____

_____

_____

_____

_____

3. On the basis of communications from your school, do you feel the school is meeting the needs of the children in your community in the following areas?

- health Yes _____ No _____
- social Yes _____ No _____
- academic Yes _____ No _____
- work-related areas Yes _____ No _____

Comments _____

4. Of the methods of providing you with information, which of the following do you feel are most suitable? List in order of preference (1–highest, 7–lowest).

- personal interview _____
- questionnaire _____
- phone survey _____
- regular meetings called by organizations _____
- special meetings _____
- newspaper feedback ballots _____
- handbills _____

5. Has the school's attempts to communicate with the community (needs, activities, successes, plans, etc.) proved valuable to you?

   Yes _____ No _____

   Comments _____

GOAL NO. 4

To increase the quality and quantity of *community member participation* in the school program and especially its career guidance activities.

---

1. Has the information provided you this year dealing with the school's career guidance program led to greater personal interest in future school participation?

   Yes _____ No _____

   Comments _____

2. Has the information provided you led to greater understanding of the reason for and ways of participating in the school's efforts?

   Yes _____ No _____

   Comments _____

3. Has the information provided you led to greater realization of the benefits of increased community participation in school affairs?

   Yes _____ No _____

   Comments _____

4. Has the information provided you led to greater involvement of your friends and associates in school-career guidance activities?

   Yes _____ No _____

   Comments _____

5. What are some of the current reasons that may keep you from volunteering more time to your school? (check all those that apply.)

   - Lack of time _____
   - Family responsibilities _____
   - Lack of information _____

- Think others are better qualified _____
- Feel education is job of educators _____
- School staff unwilling to listen to my ideas _____
- Do not know school staff _____
- Transportation _____
- School doesn't want my help _____

6. What factors might help encourage more community participation in school affirs? (Check two that are most important.)

- School needs seem to fit my qualifications _____
- Volunteer work can be scheduled around my other responsibilities _____
- Information about how I can help _____
- Recognition given to volunteers _____
- Transportation provided _____
- Other _____

7. What are some of the ways in which you feel community members could assist in the school's career guidance program? (Check as many as seem appropriate.)

- Field trips coordination _____
- On-the-job experience _____
- Advisory groups _____
- Planning _____
- Helping teachers _____
- Serving as resource person _____
- Donating materials _____
- Providing job information _____
- Providing community information _____
- Providing advice to students _____

- Helping develop school policy _____
- Helping develop guidance program objectives _____
- Developing curriculum _____
- Providing equipment and tools _____
- Furnishing books, pamphlets, etc. _____
- Providing job requirement information _____
- Providing manpower information _____
- Providing advice on facility use _____
- Providing exploratory experience _____
- Providing work experience for staff _____
- Providing tutorial help _____
- Providing placement assistance _____
- Providing feedback on performance or school _____
- Helping in student recognition programs _____
- Helping with in-service programs _____
- Other _____

Of all the above items, please underline at least two in which you would participate if asked.

GOAL NO. 5

To promote increased involvement by *school personnel* in community activities.

---

1. Do you feel your school personnel are sufficiently involved in the affairs of your community?
   - teachers Yes _____ No _____
   - administrators Yes _____ No _____
   - students Yes _____ No _____

   Comments _____

2. Indicate some ways you feel your school's personnel should be involved in the affairs of your community.

- teachers _____

  _____

- administrators _____

  _____

- students _____

  _____

3. What steps should be taken to improve school personnel involvement in community affairs?

   _____

   _____

   _____

4. Have you been involved with school personnel who were participating in nonschool, as well as school-related, community functions?

   Yes _____ No _____

   Comments _____

5. What are some of the ways in which you feel educational staff could participate in assisting community representatives to meet their needs? (Check as many as seem appropriate.)

- Giving advice to local government officials _____
- Giving advice to business and industrial leaders _____
- Providing in-service for community leaders _____
- Explaining school programs _____
- Identifying local community problems _____
- Speaking to community groups _____
- Arranging for school visits _____
- Promoting effectiveness in community involvement _____
- Serving as a local government official _____
- Other _____

What are some of the current reasons that may keep faculty from being more involved in assisting in resolving community and staff needs? (Check two that are most critical.)

- Lack of administration support _____
- Negative attitude of colleagues _____
- Previous unsuccessful experience _____
- Lack of time _____
- Other _____

What factors might help encourage more faculty and staff participation in community affairs? (Check two that are most important.)

- Recognition _____
- Support of administration _____
- Ability to see value in results _____
- Understanding of community needs _____
- Community representatives initiating request for help _____
- Other _____

Techniques for Collecting Data

Once you have determined what it is that you want to evaluate (goals), the next logical task is deciding how you will collect the information. There are numerous techniques that may be used to gather information. Six methods for collecting information follow:

1. Interviews
2. Questionnaire Survey
3. Phone Survey
4. Regular and Special Meetings of Community Organizations
5. Newspaper Feedback Ballots
6. Handbills

Interviews

There are several ways of collecting evaluation information through interviews. The following suggests two major ways along with ideas for the approach one might use for each:

1. Personal Interview
   - Face-to-face
     - . on the street
     - . at community gatherings
     - . door-to-door
2. Telephone
   - Random group
   - Selected special group

No matter which technique you use, the personal approach and contact are important. These demonstrate your commitment to get personal opinion and ideas from the community. Personal approach and contact show that community opinions and ideas are valued.

In both approaches, you might want to consider how to structure the questions and how opinions should be collected. While there are several ways of structuring questions for interviews, two will be addressed here as follows:

1. *Open-Ended Interviews* – This type consists of a set of questions which give the interviews direction, but still allows for freedom of response. It allows the interviewer a chance to clarify the questions and be certain the answers are understood. Cautions in using this approach are that the interviewer may load the questions by reacting or by a tone of voice that sways the respondent one way or another. A more important disadvantage is that it becomes more difficult to tabulate data in this form for later use.

2. *Structured Interviews* – Structure provides the advantage of limiting the choice of possible answers. For example, a yes - no or Likert type scale (5 4 3 2 1) may be used. It is possible to record the answers in a more systematic and objective manner. These data are, therefore, much easier to tabulate and analyze. In most cases respondents tend to answer in ways that they perceive will gratify the person asking the questions. This factor needs to be considered in preparing for the interview. Sample questions for structured and open-ended approaches to evaluation are shown in Figure 6. Helpful hints for conducting an interview are presented in Figure 7. Suggested instructions to guide the personal interviewer in punctuality, self-introduction, etc. are provided in Figure 8.

Questionnaires

The major advantage to using a questionnaire is that a large number of items may be evaluated at the same time and in a concise, structured manner. A well-constructed questionnaire will yield data which are readily tabulated and analyzed. It probably will not be necessary to use the face-to-face technique in all situations. Questionnaires may be distributed by mail or left in public places to be picked up at random and answered by interested parties. Questionnaires are usually the basis for most other techniques used in information gathering. A sample questionnaire was provided in the section discussing goals for evaluation. This questionnaire may be used to guide the evaluation of any ongoing community relations/involvement effort. A local community may use this instrument as presented or modify it to suit its special needs.

Figure 9 illustrates the various publics from which information is desired. In addition, it suggests the three best techniques for collecting information from each of these groups. The manner in which information might be gathered is also indicated. For example, in dealing with parents it is suggested that a personal interview by the student is the best approach (1B). Another suggested means for obtaining data from parents is a structured questionnaire (2A).

Suggested considerations for some of the publics follow. These should be kept in mind when constructing the questionnaire.

1. *Parents* – This group will probably be the easiest to contact because of their direct concern with the school.

2. *Business, Government and City Employees* – Because these people are busy in their jobs and free time is probably limited, questionnaires should be concise, to the point, and limited to a few important questions directly worded.

3. *Media* – If you plan to use the media to gather information, be sure of what information is sought and tailor your questions to gain as much *favorable* publicity as possible. A poorly constructed questionnaire can result in bad publicity and negative public opinion.

4. *Administration, Staff and Faculty* – These are your team! Get as much input from them as possible. More questions and those of an open-ended nature are suggested for this group.

Phone Surveys

Phone surveys are most appropriate when a small amount of data needs to be gathered quickly or when assistance is in short supply. It is important that care be used in making a phone survey. Points to be considered include

FIGURE 6

SAMPLE QUESTIONS FOR THE STRUCTURED
AND OPEN-ENDED APPROACHES TO EVALUATION

I. Structured

1. In my opinion, many teachers are currently making effective use of the community resources made available.

Strongly Agree	Agree	Dis-agree

II. Open-Ended

1. In which way do you feel teachers could improve upon the use of community resources made available?

_____

_____

_____

I. Structured

1. I feel that the school attempts to communicate current events, needs and plans.

Effec-tively	Ade-quately	Not Effectively

II. Open-Ended

1. How do you feel the school can better use the newspaper to communicate with the community?

_____

_____

_____

FIGURE 7

INTERVIEWING–HELPFUL HINTS

I. Preparation

- Make appointment.
- Select quiet, comfortable place.
- Dress appropriately for the setting.
- Attempt to go to interviewee for interview.

II. Opening

- Introduce purpose of interview.
- State who is sponsoring the interview.
- Identify why and how the interviewee was selected.
- Assure interviewee of confidentiality of answers.

III. Approaches to Interviewing

- Be neutral.
  - . Do not load questions.
  - . Do not show your personal bias.
  - . Avoid any negative or positive reactions to responses.
  - . Avoid baiting the interviewee.
- Be encouraging.
  - . Continue to emphasize importance of interview.
  - . Continue to emphasize importance of answers.

IV. Structured Interviews

- Explain methods to be used.
- Read each statement. Interviewer circles the given response.
- Ask all questions in the given order.
- Get clarification of responses if necessary.
- Read all statements matter of factly.
- Follow instructions carefully.

FIGURE 8

SUGGESTED INSTRUCTIONS
FOR PERSONAL INTERVIEWER

Directions

Be on time! Remember your general interviewing instructions.

- Introduce yourself and your purpose.
- Administer questionnaire.
- Thank the respondent.

Suggested Entry Statement

"Good morning (afternoon, evening). As I have already explained to you by (phone, mail, etc.), you have been chosen at random to express your attitudes and feelings regarding the school's community relations effort and the effects of increased community participation in school affairs this year."

_____

_____

"I will read several statements to you. After each one, please tell me how you feel about the statement."

_____

_____

"Please be assured that all information will remain strictly confidential. Your feelings are valued highly by the staff, and they will aid in our attempts to prepare our students for the world of work and life in general."

FIGURE 9

COMMUNITY RELATIONS AND INVOLVEMENT EVALUATION

(The Who and Hows of Data Collection)

Groups	A. Staff B. Student Personal Interview	A. Structured B. Open-Ended Question-naire	A. Staff B. Student C. Other Phone Survey	A. Staff B. Student C. Admin. Regular Meetings Called	A. Community B. Organizational Newspaper Return Coupon	 Hand-Bills	A. Staff B. Student C. Admin. Special Group Meetings	 Other
Parents (sample)	1B	2A			3A			
Industry, Business, Labor (leadership)	1A	2A, B	3A					
Media	1B	3B	2B					
Community Groups				1A, C		3	2A, C	
Admin. & Sch. Bd.	1B	3B		2A				
Staff/Faculty	1B	3B		2C				
Students	1B	2A, B					3B, A	
Senior Citizens	1B		2C		3A			
Church Leadership	1A	3B	2A					
Special Interest		3B		1A, C			2A, C	
Gov't. Officials (local/state)	1B	2A, B		3A, C				
City Employees (All)		3A			2B	1		
Recent School Leavers (last 5 years)	COMBINATION 1B / 1A		1B		2A		3B, A	
Juvenile Agencies	COMBINATION 1A / 2A, B		1A	3				
Labor Group Membership		3A		1A, C	3B	2		

1. Avoid times when people are likely to be eating, preparing a meal, or too late at night, etc.

2. Keep the conversation short (three-five minutes).

3. Speak clearly and concisely and be willing to listen.

4. Explain carefully why you are calling.

5. All information should be treated as confidential unless interviewees are asked for permission to quote them.

Steps for conducting a phone survey follow:

1. Plan very carefully, in advance. Structure your interview completely including a concise written explanation of the purpose of your call.

2. Select your questions carefully. Base questions on a specific theme. Arrange questions in a logical sequence. Keep questions short. They should require short responses which can be noted as you go.

3. Study your instrument well so that you can use it almost from memory. However, it should be followed item by item during the calls.

4. Ask if there is a better time to call if it appears the person called does not want to talk or is "pressed."

5. Note responses and make certain all are properly recorded before proceeding with the next call.

Regular/Special Meetings of Community Organizations

Community, special interest, and labor groups and other organizations of this type (see list of target groups, Chapter II) may best be contacted for collecting evaluation data at either regular or special meetings. Regular meetings are meetings which are held at a regularly scheduled time and place. Special meetings are called for a special purpose.

A presentation planned by the Program Planning Committee is an effective means of gaining information from organization members concerning the effectiveness of the community relations/involvement efforts. Comments from all participants should be welcomed and noted. The results of such informal discussions can be very useful in modifying the community relations and involvement strategies for the coming year.

Feedback from discussions will help to determine how effective the school's community relations/involvement have been. Input by these community members will also give them a personal stake in future program plans. Suggested procedures for preparing and conducting a presentation are presented in Figure 10.

Newspaper Feedback Ballots

The use of the newspaper feedback ballot will enable the school to contact a broad population sample. It is not ordinarily used to gather a great amount of information, but it can be used to find out if members of the community have been well informed about a specific concern.

FIGURE 10

PRESENTATIONS FOR REGULAR/SPECIAL
MEETINGS OF COMMUNITY ORGANIZATIONS

Presentation Procedures

1. Be sure the room is equipped with whatever aids are needed by those making the presentation. If this is a regular meeting, this will need to be done in advance through the person in charge of the meeting.

2. Prior to the start of the program, check to see that there is proper power for the equipment and that papers, charts, etc. are properly organized. Thus, the presentation can be made with a minimum of confusion or delay. If this is a part of a regular meeting, verify the exact time allotted and when the presentation is to start. Be sure to stay within the allotted time frame.

3. Prior to the presentation, introduction of speakers (if used) and an explanation of the purpose of attending the meeting should be made.

4. Handouts (if appropriate) should be given to audiences as they enter.

5. The presentation must be well planned and organized if it is to elicit the desired information and give a positive image of the community relations and involvement effort.

Newspapers, school newsletters, and community organization newsletters may carry the feedback ballot. In releasing a newspaper ballot you should include who, what, when, where and why. Other considerations for any good news release, as discussed in Chapter II, are also of prime importance in composing the return coupon. Figure 11 is a sample feedback ballot to show a suggested format.

Handbills

Handbills are not ordinarily used to gather information. They are used primarily to disseminate information (small amounts) to a wide and diverse segment of the population. For example, at a horse show, placing advertisements of upcoming horse shows under the windshield wipers of every car in the parking lot as well as under the windshield wipers of every vehicle pulling a horse trailer insures the sponsors of these events that all interested persons will get this information.

It is not unreasonable to draw the conclusion that a handbill could successfully be used to solicit information from any given audience or any given receivers of the handbills. All members of a given community are, by their location, part of the community relations/involvement efforts. Therefore, it is suggested that information be of a general nature if this method is used. Make every effort to facilitate the response to the questions asked on a handbill, e.g., provide a convenient place where

FIGURE 11

SAMPLE NEWSPAPER FEEDBACK BALLOT AND LEAD

Career Guidance Listed as Top Priority for 1977

_____ School is participating in a new educational program entitled Career Guidance. We would like you to fill in and return the feedback ballot below by _____(date)_____. You may return these to one of the following places _____ , _____or _____ where students will be stationed to collect these coupons, or mail it to the following address _____

_____.

Please tear off and return

– FEEDBACK BALLOT –

Please check one: Parent _____ Non-Parent _____ Student _____

Please check or comment on the following:

1. Do you feel the school is doing a good job of educating children?

   Yes _____ No _____

   Comments _____

2. Are you aware of the opportunities the school provides its students in order to gain special job-related skills?

   Yes _____ No _____

   Comments _____

3. Would you volunteer to come to your school to give a short presentation on your career?

   Yes _____ No _____

   Comments _____

   If yes, would you provide your name, topic, and phone in the blanks below.

   _____

the response could be deposited, and clearly mark the container in which the responses are to be deposited. There are three major limitations for using this technique in obtaining data:

1. Percentage of returns on the handbill method are bound to be low.
2. Length of questions must be quite short and to the point.
3. Only a few pointed questions can be used.

Figure 11, with some added artwork, also serves as an example of this kind of handbill.

Analyzing and Presenting Evaluation Data

There are many different ways in which data can be analyzed. In a structured instrument, a frequency distribution is effective. A median and/or mean will then provide summary information. For some audiences, the percentage of responses in various categories might be important. Analyzing responses to open-ended instruments requires more time and effort. The only effective means of dealing with this information is to review all information given by the respondents to attempt to establish a trend among responses. Similar comments may then be reduced to a frequency distribution for reporting results.

After data are analyzed, the interpretation and reporting of results will depend, to a great extent, upon the audience for which the interpretation is intended. In any situation, the results should be presented as clearly and concisely as possible. The use of visual aids, e.g., charts, graphs and transparencies, make the presentation more meaningful. In the use of visual aids the amount of information presented in any chart or graph should be limited so that the message to be delivered is clear to the audience receiving it.

Another major consideration is the ability to report evaluation results objectively if the overall effort is to be improved. Results of the community relations and involvement evaluation are only a part of the comprehensive career guidance program. It is, therefore, essential that a report is presented to the Program Planning Committee for its information and guidance in future programming efforts.

CHAPTER V

APPLICATION–COMMUNITY RELATIONS/INVOLVEMENT
GREEN VALLEY, IOWA

Green Valley, Iowa, is an imaginary township of 2,438 residents situated forty miles from Des Moines. Graduates of the Green Valley High School are fortunate in that the township's three major industries employ most who do not go into farming. Green Valley is located in a predominantly agricultural region. The major products are beef, pork, corn and milk.

In this small community we have several churches and civic groups including youth organizations such as the 4-H Club and Future Farmers of America. The community also has two elementary schools, one junior high school, and one senior high school.

Recent efforts have been made to establish a comprehensive career guidance program in the district. A Program Planning Committee has been appointed by the Board of Education based on recommendations submitted by Brian Martin, Program Coordinator. Populations represented on this committee are staff, students and community members.

In order to assure the success of the career guidance program, a wide-ranging community relations and involvement effort was deemed essential. Because of the importance of this undertaking, Brian Martin agreed to provide leadership for a newly established Community Relations and Involvement Committee.

The materials which follow are presented as exhibits of essential elements concerning the community relations and involvement effort. They may be used as prototypes by local school districts in similar efforts.

FIGURE 12

LIST OF EXHIBITS—APPLICATION SAMPLES

Exhibit A – Initial Activities of the Community Relations/Involvement Committee

Exhibit B – Public Service Radio or TV Announcement

Exhibit C – Agenda for Community Open House

Exhibit D – Procedures for Announcing Green Valley Career Day

Exhibit E – Letter of Invitation for Green Valley Career Day

Exhibit F – Career Day Agenda

Exhibit G – Letter of Thanks for Green Valley Career Day

Exhibit H – Community Resource Person Visits White Birch Elementary School

Exhibit I – Thank You Letter to Community Resource Speaker

Exhibit J – Green Valley Community Phone Survey

Exhibit K – Green Valley Handbill for Evaluating Community Relations Efforts

Exhibit L – Presentation Structure for Regular/Special Meetings of Community Organizations

Exhibit M – News Release for *Green Valley Gazette*

EXHIBIT A

INITIAL ACTIVITIES OF THE COMMUNITY RELATIONS/INVOLVEMENT COMMITTEE

Community Relations and Involvement Committee

Facilitator	–	Brian Martin	–	Coordinator Career Guidance Program
Members	–	Timothy La Salle	–	Model Dairy
	–	Hermione Hoffman	–	Friedman Freight
	–	Rev. Jerry Powell	–	Baptist Church
	–	Vito Marsutti	–	Student Council
	–	Frank Jackson	–	Agriculture
	–	Donna Appleton	–	Counselor
	–	Sandra Blankenship	–	Social Studies
	–	Mary Rockford	–	Elementary Principal
	–	Jane Adams	–	English Teacher
	–	Trudy White	–	Business Education Teacher
	–	Cora Belle Brooks	–	4-H Club, Green Valley Women's Club
	–	A. Orley Johnson	–	Johnson Motors
	–	Edward Banik	–	Parent–State Employment Service
	–	George Arnett	–	Parent
	–	Susan O'Connell	–	Parent–Township Trustee

Subcommittees –

1. Program Visitation – Five members, Chairperson–Frank Jackson, Timing–first three months.
2. Teacher Orientation – Five members, Chairperson–Trudy White, Timing–first semester.
3. Community Liaison – Five members, Chairperson–A. Orley Johnson, Timing–ongoing.
4. Evaluation and Feedback – Three members, Chairperson–Brian Martin, Timing–ongoing.

5. Student Involvement – Five members, Chairperson–Vito Marsutti, Timing–ongoing.

Goals

1. To obtain support of community, staff, students and government agencies for a placement program in Green Valley, Iowa.
2. To provide career counseling by a variety of persons and organizations to secondary students.
3. To provide career awareness, using school and community resources to elementary students.
4. To provide employability counseling and skills to clients of the placement program.
5. To provide opportunities to junior high school students for carcer exploration in the community.

Prioritizing

In discussion and study of student and community needs, the committee chose as a primary goal, placement. Employability counseling and junior high school career exploration were additional goals which might be impacted upon as secondary priorities.

Planning for Implementation

The committee met and after a report by the orientation committee it was decided to start with Staff Orientation. This effort will be followed by various activities involving community members and organizations.

Staff Orientation Activities

First meeting of staff – Brian Martin

1. Tools for Use
   - Results of survey of student and community needs
   - Resource handbook–developed by Green Valley Staff
   - Survey form for staff reaction and specific interests
   - Sign-up form for staff
   - Agenda
   - Outline of overall planning for the placement program

2. Methods

   - Large and small group presentation
   - Brainstorming
   - Completion of forms–small group activities

3. Expected outcomes

   - Staff agreement
   - Staff commitments
   - Staff action plans

Additional support activities for implementing the placement program in Green Valley were determined.

Program Visitation

Frank Jackson and his committee will investigate possible visitation sites, choose three, and make onsite visits. They will arrange for representatives of one site to visit Green Valley and make a presentation at the second staff orientation meeting. Community business people, other government agencies, and parents will be invited to attend as well.

Community Liaison

News releases to the *Green Valley Gazette,* a newsletter to parents, posters in the community, radio spots, student speakers, etc. will be mobilized by the community liaison committee to make the community aware of the placement effort.

Brian Martin and A. Orley Johnson will begin to undertake job development and to start a job file. Students needing placement in occupations, either part-time or full-time, will be identified.

Community persons will be contacted to work with placement clients to give them simulated experience in getting a job:

1. Interviews (mock)
2. Completing job applications
3. Social security and W-2 form completion
4. Appropriate dress
5. Attitudes toward work

   - punctuality
   - cooperation with fellow workers and supervisors
   - absenteeism
   - willingness to work

Student Involvement

Vito Marsutti, his committee, and the student council will organize this effort. They will make assignments with the advice and assistance of appropriate teachers and administrators.

Activities	Class Involved
Advertising posters	Art
Student speakers	English, Speech and Social Studies
Conducting surveys	Social Studies
Industry contacts for materials	English, Business
Career opportunities in other countries and with other ethnic groups	Foreign Language
Contact with other agencies—private, local, state, and federal government	English, Social Studies and Occupational Education
Student demonstration	Occupational Education, Art, Dramatics
Student guides	Student Council
Process survey results	Math and Science
Interpreting survey results	Social Studies
Making graphics of survey results	Art and Science
Interviewing	Business Education
Clerical services	Business Education
Handbill production	Art and Industrial Arts
Handbill distribution	Student Council Affiliates
General promotion at games, plays, parades, etc.	Music and Band

Evaluation and Feedback

Brian Martin and his committee will be responsible for organizing these efforts. They will use the appropriate class resources as shown above. Volunteers from staff, students, and community will also be recruited to aid in evaluation.

EXHIBIT B

PUBLIC SERVICE RADIO OR TV ANNOUNCEMENT FOR WKORN AM AND FM, AND WKORN TV

ANNCR.: Your Green Valley School District is in its first year of a comprehensive Career Guidance Program. Are you aware of this? The students in Miss Sylvia Smith's tenth grade class are standing by at the Green Valley High School, phone 486-3655. Please call between 9:00 a.m. and 3:00 p.m. today if you are a community-minded person. These students, including John Corn, Jim Wheatfield and Martha Vinel, are conducting a poll to try to make your schools a better place to learn. Career Guidance is important. Your thoughts and ideas are needed, NOW. Call 486-3655. By answering the questions these students have to ask, you can help make our schools better.

When using the above example on television, one should consider having available for station use a 3" x 5" colored slide or other visual aids to illustrate the issue being presented.

Slide Example:

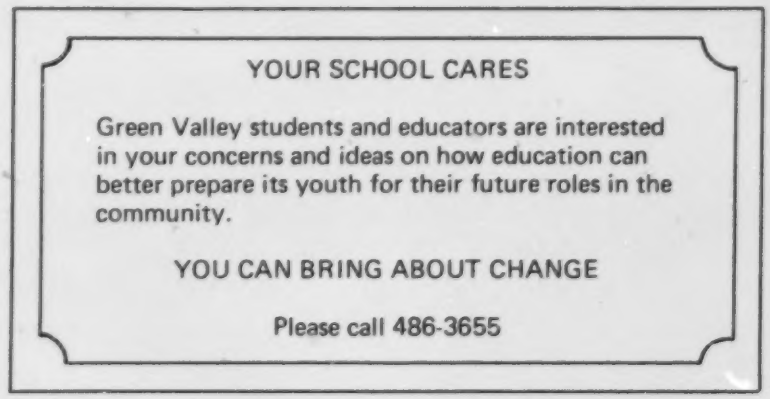

YOUR SCHOOL CARES
Green Valley students and educators are interested in your concerns and ideas on how education can better prepare its youth for their future roles in the community.
YOU CAN BRING ABOUT CHANGE
Please call 486-3655

EXHIBIT C

AGENDA FOR COMMUNITY OPEN HOUSE

"Future Careers"
Green Valley Senior High School

7:00 – 7:15 p.m.	Coffee and Cookies Art Display of Student Work Physical Education Student Demonstrations	Front Hallway Cafeteria Gym
7:15 – 7:30 p.m.	Welcome David Perkins, Principal Description of Green Valley High School Career Training Efforts Brian Martin, Counselor Overview of Open House Vito Marsutti, Student Council	Gym
	Student Displays and Demonstrations	
7:30 – 8:00 p.m.	Child Development Demonstration with one-five year olds	Room 132
	Wood Working and Carpentry Demonstration of equipment Display of student projects	Room 115
	Office Practice Demonstration of typing, shorthand and bookkeeping skills	Room 156
8:00 – 8:30 p.m.	Auto Mechanics Demonstration of equipment	Room 117
	Food Preparation Tour of foods laboratory Slide show of food preparation programs	Room 134
	Occupational Education Student-made video-tape of mock job interviews	Room 149
8:30 – 9:00 p.m.	English and Speech Display of student public relations materials	Room 127
	Social Studies Description of student employment survey of recent graduates Question/Answer session	Room 144
	Mathematics Demonstration of student computer usage skills in processing survey data	Room 139

EXHIBIT D

PROCEDURES FOR ANNOUNCING
GREEN VALLEY CAREER DAY

1. Staff should receive flyers in their mail boxes in advance explaining upcoming Career Day.

2. The student body should be notified through the public address system and school newspaper.

3. An advance news release to the local papers, TV, and radio stations might enhance the Career Day's popularity with community, parents, students, and participating career persons.

4. A news media follow-up is a must for continued support of the program and special events such as a Career Day.

EXHIBIT E

LETTER OF INVITATION
FOR GREEN VALLEY CAREER DAY

Green Valley Junior-Senior High School
Route 2
Green Valley, Iowa

Date _____

Inside
Address

Dear _____:

Green Valley Junior-Senior High Schools are planning a Career Day for students in grades 7 through 12. The date of this program will be _____ , at the school.

You are invited to attend as a consultant in the field of _____. The program will start at 9:00 a.m., preceded by a coffee and orientation for consultants at 8:40 in the cafeteria. We plan to have you meet with four groups of at least twenty students for about an hour each. You might consider bringing some descriptive materials to pass out to students, spending about twenty-five - thirty minutes in describing your occupation—its characteristics, good points, problems, rate of pay, etc. The remaining time would be spent with questions and answers.

We plan to have you as our guest at lunch on that day. We sincerely hope that you can participate in this effort to help our students become more aware of career possibilities in our community.

Please complete the attached consultant's form and return it in the post-paid envelope.

Sincerely,

Brian Martin
Coordinator

PLEASE FILL OUT AND RETURN

NAME _____

OCCUPATION _____

I will/will not be able to act as a consultant at the Career Day on _____ at 8:40 a.m.

Signed _____

EXHIBIT F

CAREER DAY AGENDA

Welcome to our annual Career Day. This year our school has four career areas represented: the Military, Agriculture, Business and Office, and Community Professionals. Each homeroom will have the opportunity to meet with each of the four groups. Below is the day's schedule. Please follow it closely.

Time	Session	Meeting Room	Homerooms Attending Session
8:40 – 9:00	Coffee	Cafeteria	Career Consultants
9:00 – 10:00	Agriculture	10	Ms. Adams, Mr. Houston
	Military	13	Mr. Malone, Mrs. Jones
	Business and Office	6	Mr. Duff, Mr. Frober
	Community Professionals	20	Ms. White, Ms. Smith
10:15 – 11:15	Agriculture	10	Ms. White, Ms. Smith
	Military	13	Ms. Adams, Mr. Houston
	Business and Office	6	Mr. Malone, Mrs. Jones
	Community Professionals	20	Mr. Duff, Mr. Frober
11:15 – 12:00	LUNCH	Cafeteria	All
12:15 – 1:15	Agriculture	10	Mr. Duff, Mr. Frober
	Military	13	Ms. White, Ms. Smith
	Business and Office	6	Ms. Adams, Mr. Houston
	Community Professionals	20	Ms. Malone, Mrs. Jones
1:30 – 2:30	Agriculture	10	Mr. Malone, Mrs. Jones
	Military	13	Ms. Duff, Mr. Frober
	Business and Office	6	Ms. White, Ms. Smith
	Community Professionals	20	Ms. Adams, Mr. Houston
2:40 – 3:00	Report to Homerooms and Complete Evaluation of Day's Activities		
3:00	Dismissal		

EXHIBIT G

LETTER OF THANKS FOR
GREEN VALLEY CAREER DAY

Green Valley Junior-Senior High School
Route 2
Green Valley, Iowa

Date _____

Inside
Address

Dear _____:

On behalf of the students and staff at Green Valley Junior-Senior High Schools, I wish to extend my heartfelt thanks for your contribution to our Career Day, held on _____. The students enjoyed the program greatly.

All of the consultants were most knowledgeable and provided a great deal of important career information. We expect to use these experiences throughout the year in our classes.

We hope that we may call upon you for further help in the future. Thank you again for taking time from your busy schedule to help our students.

Sincerely,

Brian Martin
Coordinator

EXHIBIT H

COMMUNITY RESOURCE PERSON VISITS
WHITE BIRCH ELEMENTARY SCHOOL

Ms. Vila McDaniels had been working on a language arts unit involving the newspaper with her sixth grade class. After working on developing critical reading and writing skills, Ms. McDaniels decided to have the class study the production of a newspaper and the related occupations. She decided to invite a reporter from the local paper to visit her classroom.

The *Green Valley Gazette* presented a natural place to start. Ms. McDaniels contacted the *Gazette's* editor who suggested his ace reporter, Ms. Mary Anne Flournoy.

Time and date for the visit were established. The teacher talked to Ms. Flournoy by telephone and described some of the topics she wanted covered. She asked if audiovisual equipment or any special materials would be needed.

In her class, Ms. McDaniels appointed a student "host" to meet Ms. Flournoy and escourt her to the classroom. The students had been told of Ms. Flournoy's coming visit and were given time to write questions concerning her job and the production of the newspaper.

Tim Hill, the student "host," met Ms. Flournoy at the school office, escorted her to the classroom, and introduced her to the class. Ms. Flournoy shared copies of stories she had written with the students. She also showed them examples of teletype copy, printing plates, and other materials used in printing a newspaper. After answering student questions about the newspaper, Ms. Flournoy described the training needed to become a reporter. As a result of Ms. Flournoy's visit, the class decided to visit the *Gazette.*

EXHIBIT I

THANK YOU LETTER
TO COMMUNITY RESOURCE SPEAKER

Dear Ms. Flournoy:

Our class really enjoyed your visit. We learned many interesting things about working for a newspaper. We are going to start our own classroom newspaper. I am the editor, and other kids will be reporters, special feature writers, sports writers and illustrators. We got this idea from your visit.

Thank you again for coming. We will mail you our first issue as soon as it comes "off the press."

Thank you,

Mrs. McDaniel's
Sixth Grade Class

EXHIBIT J

GREEN VALLEY COMMUNITY PHONE SURVEY

(Topic: Evaluation of Goals of Community Relations)

Hello, I am George Arnett, a member of the Community Relations and Involvement Committee of the Green Valley Schools. I am calling to check how well your schools keep the people of the community informed. Will you please answer a few questions?

1. Have you attended any of the last four school meetings?

Open House	Yes _____	No _____
Boosters	Yes _____	No _____
PTA	Yes _____	No _____
Other	Yes _____	No _____

Comments _____

2. How often did you visit your school during the past year? _____

Purpose of visits: a. _____

b. _____

3. On the basis of information received from your school, do you feel the schools are meeting the needs of students in preparing for a satisfying life?

Yes _____ No _____

If yes, comments: _____

If no, comments: _____

4. How have you been involved in your school's activities in the past two years?

Assistant Teacher	_____	Committee	_____
Assist Teachers	_____	Planning	_____
Speaker	_____	Other	_____

EXHIBIT K

GREEN VALLEY HANDBILL FOR
EVALUATING COMMUNITY RELATIONS EFFORTS

"YOUR SCHOOL NEEDS TO KNOW!"

Please, as a member of this community, answer the following questions and drop this in the bright yellow box next to the Green Valley Drive-In Bank on the way out of the parking lot.

These questions are being asked by the members of the Community Relations and Involvement Committee for the Career Guidance Program of Green Valley Elementary and Secondary Schools to help the staff plan for a continuation of the program started in September 1976.

Through the feedback you have received from any method,

1. Are you aware of the school's attempts to relate classroom subject matter to the roles students might assume in the community? (Examples: work, leisure, community leadership, family, consumer, etc.)

   Yes _____ No _____

2. Are you aware of the objectives and activities of your school's Career Guidance Program?

   Yes _____ No _____

3. Are you aware of the opportunities the school provides its students in order to gain special job-related skills?

   Yes _____ No _____

4. If the answers to any of the above were NO, please suggest ways you feel the school could better tell you about these things.

   _____

   _____

   _____

   _____

   _____

EXHIBIT L

PRESENTATION STRUCTURE FOR REGULAR/SPECIAL MEETINGS OF COMMUNITY ORGANIZATIONS

Purpose

The purpose of this presentation is to gain information from members of the Green Valley Kiwanis Club concerning the effectiveness of the community relations/involvement effort.

Introduction

You are leaders in businesses of this community. As such you can provide valuable assistance in evaluating the effectiveness of the efforts of the school to communicate information to you by various means concerning school activities.

Presentation

We would like to take a few moments to discuss the community relations and community involvement efforts of the schools in Green Valley. During the discussion concerning the various means of conveying information to the community, we welcome your comments, questions, and particularly, solicit your indication of how effective these methods have been. The recorder will note your responses. Note, however, that they will be kept anonymous. The results of the discussion will give us information needed to modify our community relations and involvement efforts for the coming year.

You have been handed a list of a number of efforts used to disseminate school information to the community of Green Valley. Please consider each item as it is discussed and be prepared to indicate whether or not you were aware this took place and how effective you feel it was. Please comment concerning which method you feel is most effective in our community.

September

An advisory council was formed, using people from the school and the community, to advise schools in the development of a career guidance program.

I was aware of this _____

Effectiveness rating 1 - 5 (5 best) _____

Telephone contacts were made to various agencies and civic leaders to create interest and support of programs.

I was aware of this _____

Effectiveness rating 1 - 5 _____

October

Surveys were made by students through personal interviews with parents, senior citizens and civic agencies.

I was aware of this _____

Effectiveness rating 1 - 5 _____

Surveys were made by questionnaires sent to representatives of the community.

I was aware of this _____

Effectiveness rating 1 - 5 _____

A fall festival was sponsored by the parent-teacher organization.

I was aware of this _____

Effectiveness rating 1 - 5 _____

October - November

Local resource people were called in for meetings to discuss a particular area of interest.

I was aware of this _____

Effectiveness rating 1 - 5 _____

November

Communication agencies sent representatives to the school as resource people.

I was aware of this _____

Effectiveness rating 1 - 5 _____

December

A city-rural pen pal exchange was started by students.

I was aware of this _____

Effectiveness rating 1 - 5 _____

February

A Career Day was held to provide students with information concerning various careers.

I was aware of this _____

Effectiveness rating 1 - 5 _____

March

Personnel from various agencies such as forestry division, soil conservation, state park service, etc. visited classes.

I was aware of this _____

Effectiveness rating 1 - 5 _____

A placement action committee was formed.

I was aware of this _____

Effectiveness rating 1 - 5 _____

Students of various clubs used a Saturday to go into the community to clean up the park.

I was aware of this _____

Effectiveness rating 1 - 5 _____

April

A parent fix-up day was held where volunteer parents came in to assist in maintenance needs at the schools.

I was aware of this _____

Effectiveness rating 1 - 5 _____

April - May

Field trips were taken by students to various places.

I was aware of this _____

Effectiveness rating 1 - 5 _____

Ongoing

Parent-teacher conferences were held each month.

I was aware of this _____

Effectiveness rating 1 - 5 _____

Parent aides assisted at school throughout the year.

I was aware of this _____

Effectiveness rating 1 - 5 _____

Foreign students were brought in to discuss their cultures with classes.

I was aware of this _____

Effectiveness rating 1 - 5 _____

Several news releases appeared during the year in various media.

I was aware of this _____

Effectiveness rating 1 - 5 _____

EXHIBIT M

NEWS RELEASE
FOR THE GREEN VALLEY GAZETTE

For Immediate Release

"Career Development Enters Second Year"

Green Valley School District has just completed a milestone in an exciting new aspect of education. Students in kindergarten through twelfth grades have gone a thousand places. They have heard 300 speakers. And these places are right here in the community. The speakers were you. Miss Martha Greenbottom's third grade class was all in attendance at the veterinary hospital last Tuesday and watched while Johnny Sweetcorn's pet pedigreed poodle gave birth to seven little pedigreed poodles. Silas Astronaut, son of the valley's largest farmer, visited the senior class last month, only twelve days after returning from the United States' first attempt to place a manned space vehicle on the planet Mars.

Are you aware of Green Valley School's program of Career Guidance? If you are not aware, would you like information? Would you be willing to participate in program development for the coming year? Green Valley is now asking for your help. In order to keep you better informed and to make next year more successful, call 486-3655 any evening this week. If you will leave your name and address, two or more members of the speech class will come to visit you at a convenient time to ask some questions which will assist your school in continuing with a bigger and better career guidance program in the school year 1977.

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CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
Dennis Stanek, Administrator, Rapid River
Bill Wininger, Administrator, Republic
Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
Earl Eliason, Teacher, Champion
Dave Morin, Teacher, White Pine
Ray Pomroy, Counselor, Laurium
Barbara Stebler, Counselor, Hubbell
John Peterson, Counselor, Gladstone
Charles Kalhoefer, Counselor, Stephenson
Bonnie Hansen, Counselor, Powers
Michael Meldrum, Counselor, Marquette
Kenneth C. Ivio, Counselor, White Pine
David Hooker, Student, Ahmeek
Matt Amann, Student, Gladstone
Theresa Lepthien, Student, Escanaba
Keith Johnson, Student, Republic
Reata Mayo, Student, Republic
Anita Niemi, Student, Republic
Craig L. Kinnunen, Student, White Pine
Cynthia Mayfield, Student, White Pine
Edith Jenich, Community Rep., Laurium
Roy Swanson, Community Rep., Escanaba
Lois Miron, Community Rep., Republic
Ben Mykkanen, Community Rep., Republic
Susan Bekkala, Community Rep., White Pine
Dale Hanes, Community Rep., Calumet
Capt. Robert Hartman, Community Rep., Gladstone

Special thanks is extended to the following Career Education Planning District (CEPD) coordinators who provided much leadership and coordination to the material review process.

Thomas Pierson - Marquette - Alger Intermediate School District
Paul Kimball - Copper Country Intermediate School District
W. Leroy Liimakka - Gogebic Ontonagon Intermediate School District
Ivan Ryan & Karl Arko - Delta-Schoolcraft Intermediate School District

OHIO

Edward Pogue, Administrator, Portsmouth
William Mann, Administrator, Heborn
Hagar Sphrlock, Administrator, Wheelersburg
Ray Tearney, Administrator, Fremont
Gerald Snyder, Administrator, Chillicothe
Everett Park, Administrator, Chillicothe
Helen Snyder, Administrator, Waverly
Darold Figgins, Administrator, Montpelier
Stanley Miller, Administrator, Clarksburg
Max Knisley, Administrator, Chillicothe
Carl Fogle, Administrator, Navarre
Tony Zuppe, Administrator, Alliance
Kenneth Schppan, Teacher, Canton
Mary Lou Wachtel, Teacher, Massillon
Milton Miller, Teacher, Navarre
John Smith, Counselor, Canton
Robert Mason, Counselor, Granville
Joyce Windnagle, Counselor, Defiance
Donald Anderson, Counselor, Bainbridge
Donald Kerr, Counselor, Westerville
Wesley Snyder, Student, Canal Fulton
Dallas Chaffin, Student, Chillicothe
Jim Hoover, Student, Napoleon
Jill Decker, Student, Sherwood
Kim Burton, Student, Portsmouth
Dudley Nichols, Student, Portsmouth
Vance Holter, Student, Johnstown
Carolyn Ford, Student, Johnstown
Paula Morgan, Student, Chillicothe
Wade Golay, Community Rep., Canal Fulton
Mable Alley, Community Rep., Londonberry
Merl Bauman, Community Rep., Napoleon
William Hall, Community Rep., Wheelersburg
Lena Rowe, Community Rep., Portsmouth
Janet Everett, Community Rep., Johnstown
Lloyd Bixler, Community Rep., Newark
Pam Whaley, Community Rep., Wauseon
Charles Knapp, Community Rep., Chillicothe

WISCONSIN

Ted Kakaliouras, Administrator, Bangor
Fred Ponschok, Administrator, Shawano
Al Szepi, Administrator, LaFarge
Eugene Hawkinson, Administrator, Belmont
Jim Wall, Administrator, Platteville
Alan Beeler, Administrator, Johnson Creek
Theresa Worachek, Administrator, Reedsville
Jim Romskog, Teacher, West Salem
James Leavitt, Teacher, Belmont
Margo Thiede, Teacher, Platteville
Leona Chadwick, Teacher, Ft. Atkinson
Grant Mattes, Teacher, Reedsville
Susan Zimmerman, Counselor, Onalaska
Theda Gill, Counselor, Platteville
Terry Van Himbergen, Counselor, Johnson Creek
Larry Olson, Counselor, Reedsville
Charlotte Buckbee, Counselor, Shawano
Kevin Berg, Student, Bangor
Jo Ellen Hesselberg, Student, Sparta
Jackie Buckhop, Student, Belmont
Ron Voigts, Student, Belmont
Theresa Stuehler, Student, Watertown
Mitch Winter, Student, Johnson Creek
Kathy Welch, Student, Reedsville
Tim Wenzel, Student, Reedsville
Steven Broder, Student, Shawano
Steve Darm, Student, Shawano
Juanita Rasch, Student, Shawano
Charlotte Hoffmann, Parent, Bangor
Shirley Heins, Parent, Belmont
Mr. & Mrs. William Daley, Parents, Greenleaf
Lloyd Niedfeldt, Community Rep., Bangor
Joseph Klein, Community Rep., Cuba City
Helen Krause, Community Rep., Johnson Creek
Betty Lemberger, Community Rep., Whitelaw
William Becker, Community Rep., Shawano
J. A. Kasten, Community Rep., Shawano
Charles Marohl, Community Rep., Shawano

Rural America Series

Career Guidance Program Support Information Documents

State of the Art Review

Life Role Development Model

Career Guidance Resources

Career Guidance Program Process Handbooks

Planning and Implementation

Career Development Needs Assessment

Behavioral Objectives

Resource Assessment

Deciding via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

Career Counseling in the Rural School

Desk Reference: Facilitating Career Counseling and Placement

An Individualized Approach to Career Counseling and Career Placement

Transitional Career Placement in the Rural School

Career Guidance Practices

Career Guidance Program Support Functions Handbooks

Staff Development

Community Relations and Involvement

Rural Community Perspectives toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistance, contact:

The Center for Vocational Education
CVE Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655